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ABSTRACT

This guide for parents of gifted children answers frequently asked questions, identifies resources, and text of relevant California laws and regulations. Preliminary material includes an introduction and a "Declaration of the Educational Rights of the Gifted Child" by Barbara Clark. Part 1 provides answers to parents' questions concerning: characteristics of gifted children, identification of gifted children, available programs, social and emotional needs, special challenges, and parent advocacy. Part 2 lists resources for parents and students. These include: position statements, services, and publications of the California Association for the Gifted (CAG); examples of characteristics of gifted students; journals; associations; organizations and programs; research centers; educational resources online; free and almost free informational materials; and acronyms related to gifted education in California and elsewhere. Part 3 contains portions of the California laws and regulations governing programs for gifted students in public schools. Part 4 contains an annotated list of recommended books for parents. Part 5 includes "CAG Position Statements: A Glossary." (Contains 58 references.) (DB)

The Challenge of **Raising Your Gifted Child**

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The Challenge of
**Raising Your
Gifted Child**

California Association for the Gifted

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California Association for the Gifted

426 Escuela Avenue, Suite 19

Mountain View, CA 94040

650-965-0653 Fax: 650-965-0654

E-mail: CAG Office@aol.com

Web site: www.CAGifted.org

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INTRODUCTION

The California Association for the Gifted takes great pleasure in presenting this parent guidebook which has been several years in preparation. We recognize that parents are teachers too. In fact, parents are their children's first and most important teachers. Therefore, parents have an enormous influence on their children's learning and school success, and need to be well informed for greatest effectiveness.

You will find a variety of resources in this guidebook. Part I consists of answers to the most frequently asked questions by parents who are interested in developing their children's abilities to the fullest potential. Although no one has all the answers, much thought and review of the research led to the answers included in this guidebook.

Part II provides additional ideas and suggestions for furthering parent knowledge and involvement at the local level where it can make a great difference for your children. It includes CAG's philosophy and the services we offer, as well as specific information about how to contact associations, organizations, and programs for both parents and students. Web site addresses are listed so you can obtain the latest research electronically, and there is also a list of free and almost free informational materials.

Part III contains portions of the California laws and regulations governing programs for gifted students in public schools. This includes sections of the Education Code, Chapter 8; Title 5 program; and the School-Based Education Code. Knowledge of the governing rules can make parents more effective advocates for their gifted and talented children.

Part IV contains a list of recommended books that includes the most recent publications on gifted and talented as well as some of the classics which no parent or educator should be without. Many are available at your local bookstore, or can be ordered through them. Finally, we have included our CAG glossary, a compilation of education terms and how they relate to gifted students and gifted education.

Improving education for gifted and talented children is a shared responsibility. Informed parents working side by side with dedicated educators is the key to making a difference for our children. Remember, giftedness is an indicator of special talents or abilities, not an automatic guarantee of success. Children of high ability do not make it alone. The California Association for the Gifted is committed to supporting home and school environments that foster excellence, encourage achievement, and provide for the social and emotional well being of gifted children. We hope this guidebook will prove useful toward that end.

DECLARATION OF THE EDUCATIONAL RIGHTS OF THE GIFTED CHILD

by Barbara Clark

It is the right of a gifted child to engage in appropriate educational experiences even when other children of the grade level or age are unable to profit from the experience.

It is the right of a gifted child to be grouped and to interact with other gifted children for some part of the learning experience in order to be understood, engaged, and challenged.

It is the right of a gifted child to be taught rather than be used as a tutor or teaching assistant for the major part of the school day.

It is the right of a gifted child to be presented with new, advanced, and challenging ideas and concepts regardless of the materials and resources that have been designated for the age group or grade level in which the child was placed.

It is the right of a gifted child to be taught the concepts that the child does not yet know instead of relearning old concepts that the child has already shown evidence of mastering.

It is the right of a gifted child to learn faster than age peers and to have that pace of learning respected and provided for.

It is the right of a gifted child to think in alternative ways, produce diverse products, and to bring intuition and innovation to the learning experience.

It is the right of a gifted child to be idealistic and sensitive to fairness, justice, accuracy, and the global problems facing humankind and to have a forum for expressing these concerns.

It is the right of a gifted child to question generalizations, offer alternative solutions, and value complex and profound levels of thought.

It is the right of a gifted child to be intense, persistent, and goal-directed in the pursuit of knowledge.

It is the right of a gifted child to express a sense of humor that is unusual, playful, and often complex.

It is the right of a gifted child to hold high expectations for self and others and to be sensitive to inconsistency between ideals and behavior; the child may need to have help in seeing the value in human differences.

It is the right of a gifted child to be a high achiever in some areas of the curriculum and not in others making thoughtful, knowledgeable academic placement a necessity.

It is the right of a gifted child to have a low tolerance for the lag between vision and actualization, between personal standards and developed skill, and between physical maturity and athletic ability.

It is the right of a gifted child to pursue interests that are beyond the ability of age peers, are outside of the grade level curriculum, or involve areas as yet unexplored or unknown.

These rights have been reprinted with permission from *Communique*, the newsletter of the National Association for Gifted Children, Vol. V, No. 4, July 1993. Barbara Clark is a professor of education at California State University at Los Angeles, past president of CAG and NAGC, and the current president of the World Council for Gifted and Talented Children.

Part I

Questions Parents Ask

CHARACTERISTICS OF GIFTED CHILDREN

1 What is the meaning of the term "gifted"?

Historically, definitions of the term "gifted" have varied widely. In the 1920s, only those individuals who scored in the top 2% on intelligence tests were considered gifted. In the late '70s, the emphasis shifted from relying solely on measured IQ scores to including actual student performance, and the gifted were redefined as those students whose performance was remarkable in many areas of human endeavor. While some school districts have continued to define giftedness primarily in terms of IQ scores, the majority have shifted to a broader definition.

The federal government defines gifted and talented students as those children "who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity, or specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities" (P.L. 103-382, Title XIV, Definition 16).

California and many other states incorporated the federal definition into their education codes. In California, each school district wishing to participate in the state program for gifted and talented students must identify children in the category of intellectual giftedness, and then may select other categories if desired. The school district defines the specific criteria to be used for identification and includes the criteria in its application to the California Department of Education. The district's state application must be approved by the State Board of Education on the recommendation of the state GATE Director; this application is public information and available for review by parents.

The key to the identification process is to identify students who demonstrate outstanding performance or the potential to do so. Since each California school district defines its own identification criteria, the numbers of students identified as gifted and talented vary across the state. In some districts, as few as 2% of the student enrollment are identified as gifted, and in others as many as 15%. Currently the California state average is 6%.

2 How do gifted children differ from other children the same age?

Some parents are aware long before their children enter school that they are "different" from their age peers but may not be aware that this difference is giftedness. It may be that their children taught themselves to read at an early age; talked, perhaps in sentences, several months before it was expected; used a large vocabulary, unusually complicated for their ages; expressed abstract thoughts; concentrated on toys or games, often playing alone for extended periods of time at a very young age; or demonstrated an unusual ability to learn new things rapidly. While all of these characteristics describe the gifted learner, it is not necessary for all of them to be present to be considered gifted.

In general, gifted children reach their developmental milestones significantly earlier than the average child. As they develop, they begin to show all or some of the above characteristics. But there are also other characteristics that distinguish them from their age peers. Sometimes the characteristics are specific to gifted children and sometimes they are found in both gifted and average children but differ in intensity. For example, while most children

are curious, gifted children often ask "why" in every conceivable circumstance. Most children are active, but gifted children often have boundless energy and may require considerably less sleep than other children.

Gifted children are often very creative and devise elaborate and original approaches to solving problems. They often make unusual associations between different pieces of information or ideas. They can have a sense of humor that is well beyond their years, prompting some adults to think that they are impertinent or rude. They tend to be critical and skeptical, noting inconsistencies in what they are told; they are often quite vocal in pointing out these inconsistencies.

Gifted children can also have a very highly developed sense of morality and ethical conduct. They can be hypersensitive, emotionally and/or physically. For example, a slight scolding of a gifted child may result in severe self-recrimination and depression. Gifted children may also be unusually sensitive to touch and smell.

A child may be gifted but not display all of the characteristics described above, and the list is far more extensive than already discussed. One of the best investments parents of gifted children can make is to educate themselves about the characteristics of giftedness and about gifted education. There are many good resources available that present the characteristics of giftedness. Dr. Barbara Clark has prepared an extensive list of characteristics of giftedness which can be found in the resource section of this guide book.

3 Is giftedness hereditary or environmental?

Giftedness has both hereditary and environmental components. It is not unusual for the child of gifted parents to be gifted also. However, it is the interaction between the

environment and heredity that frames the overall growth and development of a child.

All children are born with significant potential. However, a child's potential cannot be accurately measured at birth or at any other time of life, and numerous studies have shown that an individual's potential can be dynamic. As the child grows and develops, the brain structure changes depending on the amount and kind of stimulation the child receives. If a child receives sufficient sensory and intellectual stimulation, the brain's potential can actually increase as its structure becomes more complex. Alternatively, if there is little or no opportunity for learning, the potential decreases and the brain may deteriorate.

Thus, a child of bright, capable parents who is reared in an environment with little sensory and intellectual stimulation may well fail to reach his or her anticipated level of ability. Conversely, it is theoretically possible for a child born to parents of average intellectual abilities to develop into a gifted individual if appropriately stimulated from a very early age.

It is vitally important to provide all children with a stimulating environment from birth and throughout their school years to ensure that they reach their greatest possible potential. For more information on brain development, see *Growing Up Gifted* (1997), by Barbara Clark.

4 Why do teachers sometimes mistake giftedness for ADD or ADHD?

Gifted children and children with Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (ADD/ADHD) may exhibit many similar behaviors. Unfortunately, teachers and administrators who are not familiar with characteristics of giftedness can confuse the two and mistakenly conclude that any child who displays these behaviors is

suffering from ADD/ADHD. In fact, gifted children often engage in similar behaviors as a reaction to school environments that are lacking in sufficient challenge and stimulation.

For example, children with ADD/ADHD often display restlessness. They are easily distracted, have difficulty remaining in their seats, and may be disruptive in the classroom. Gifted children may engage in similar behavior because they encounter work that is repetitive and has already been mastered, or the pace of learning is too slow for them. Their behavior may be considered disruptive because their innate creative and spontaneous responses to problem solving are considered inappropriate or inconvenient and are often discouraged.



Children with ADD/ADHD also have difficulty staying on task and often shift from one activity to another without completion. Gifted children can also display these behaviors if they are not challenged by school work, lack association with other gifted peers, or find the class material uninteresting or irrelevant. Sometimes they shift from activity to activity because they have little patience to complete a task just for the sake of finishing. They may believe they have learned all they need from a given task and are ready to explore topics they consider to be more interesting and exciting.

The ADD/ADHD child's inability to concentrate is usually related to the disorder, while the gifted child's lack of concentration is usually a matter of choice, whether conscious or subconscious. Children with ADD/ADHD often have difficulty concentrating for extended periods on specific tasks, even those they particularly enjoy. One characteristic of gifted

children is their ability to concentrate on tasks for unusually long periods of time, especially those they find interesting.

It is possible for a child to be gifted and to also be diagnosed with ADD/ADHD. The diagnosis of ADD/ADHD should be made only after an in-depth and comprehensive evaluation by professionals familiar with both ADD/ADHD and giftedness. For more information on ADD/ADHD and giftedness, you may wish to see ERIC Digest #E522, "ADHD and Children Who are Gifted," by Webb and Latimer.

IDENTIFICATION OF GIFTED CHILDREN

1 How do schools identify gifted children for inclusion in GATE programs?

The identification of gifted children in California public schools is a team effort. To begin the multiple step screening process, students are referred to the appropriate district official, usually the GATE coordinator, by teachers, administrators, school psychologists, parents or, in some cases, the students themselves. Once referred, the student's existing data is reviewed to determine whether further information or assessment is needed. Parents must give written permission for their child to be tested.

The state education code requires that multiple sources of data must be used to identify students as gifted and/or talented. Each school district selects the specific measurement tools to be used for each of the categories of giftedness served by its programs.

Districts may identify students in any of several categories of ability: 1) intellectual, 2) creative, 3) specific academic, 4) leadership, 5) high achievement, 6) visual and performing arts.



Common assessment tools include a variety of standardized achievement, ability, and aptitude tests, as well as student portfolios, teacher and parent checklists, student interviews, rate of language acquisition, and other measures. In most districts, this data is reviewed by a committee made up of the GATE coordinator, a teacher, and a psychologist and/or administrator. It is this committee that certifies students for inclusion in the GATE program (Title 5, Chap. 3, Sections 3820, 3822).

2 What can parents do if the teacher doesn't refer their child or if they disagree with the identification committee's findings?

Giftedness in children is not always obvious, even when teachers have received training in the identification of gifted children. While training in the characteristics of giftedness does enhance one's ability to recognize these traits, California does not require such training as part of its teacher credentialing process. Therefore, it should not be surprising that teachers sometimes overlook individuals who may be gifted. Studies have shown that teachers often refer many children for screening who do not qualify for the program, and miss many of those who do (Clark, 1997, pp. 284-287). However, participation in the GATE program should not depend solely on a teacher's evaluation; parents may refer their children directly to the district's GATE coordinator.

Once a child is referred, the GATE coordinator typically decides whether the child will be screened further. If the GATE coordinator concludes that existing data does not justify continued review, the parent will be told that the child does not meet the eligibility requirements or that the child's progress will be monitored and reevaluated at a later date.

Districts are not required to test all children who are referred. However, if requested, most districts will reevaluate the child's progress when more data are available, usually during the next testing period.

Parents may seek private assessment by outside sources such as a child psychologist who is qualified to administer appropriate tests. The results of the private assessment may be presented as additional information. However, districts are not required to accept the find-

ings of an outside evaluator and many do not. The ultimate decision regarding district identification still rests with the district's committee.

Parents must be their children's primary advocates. If there is a genuine difference of opinion between parents and school officials, parents should request an appointment to discuss the findings. This request should start at the appropriate level, beginning with the teacher, and then the principal or GATE Coordinator. It is best not to go directly to the superintendent or School Board before making the appropriate initial requests. Parents should focus on the best interests of their child and the placement most appropriate for him or her.

3 How does a parent obtain assessment for the GATE program for a child who is home-schooled, attends private school, or is on independent study?

When determining GATE placement, school districts are only required to screen children who are enrolled in one of their district schools or programs. Therefore, they are never required to screen students who are in private school or being home schooled, although some districts do so as a courtesy.

In some cases, however, what may be referred to as "home schooling" is actually an independent study program sponsored by the school district. In the case of district-sponsored independent study programs, students are treated the same as all other students in the district; parents may therefore request screening for the GATE program following the usual district procedure for referrals. Parents interested in GATE screening should contact their district early to learn about the screening process and timeline.

Children in private schools do not come under a public school district's jurisdiction. California public schools receive funding for

programs for gifted based on their own school enrollments and are not required to provide screening for students not so enrolled. This is quite different from Special Education programs for learning and physically disabled children that are federally mandated and have substantial funding.

If parents of a child enrolled in private school are interested in having their child screened for a public school program, they should contact the district's GATE coordinator for guidance. Some districts do summer screening for students from private schools or transfer students from other districts who will be enrolled for the fall term. However, most districts will not accept referrals for GATE screening until the students are actually enrolled in the school district. Prior to enrollment, parents should gather and prepare as much information as possible to be submitted at the appropriate time.



Should parents decide to have their child tested privately by a qualified psychologist, then they must bear the expense of the testing. The results of the private evaluation may be submitted to the GATE coordinator or screening committee as additional information. It should be noted, however, that many school districts do not accept outside or private test results due to concern for equal access.

PROGRAMS AVAILABLE FOR GIFTED CHILDREN

1 What is the meaning of the term "GATE"?

GATE is an acronym for Gifted and Talented Education. California uses this term to refer to programs specifically designed for gifted students that have been approved by the California Department of Education and are funded by the state legislature. Other states use similar acronyms including TAG (Talented and Gifted), G & T (Gifted and Talented), and G/T (Gifted/Talented).

Formerly, programs for gifted students in California were under the MGM or Mentally Gifted Minors program which was designed to serve students scoring at the 98th percentile or above on a standardized intellectual abilities test. In 1980, the state legislature adopted the GATE program to replace MGM. The definition of giftedness was expanded to include not only those children who demonstrate a high degree of general intellectual ability but also those with creative ability, specific academic ability, leadership, high achievement, and talent in the visual and performing arts. For more information, see the resource section, "California Laws and Regulations Pertaining to Gifted Education."

2 Who is in charge of GATE programs?

While the majority of states mandate or require that gifted programs be offered in their schools, California does not. The California state legislature includes funds for gifted programs in its budget, but the decision as to whether to offer a GATE program is made at the district level.

If a school district decides to offer a GATE program, it must submit a plan to the

California Department of Education. The plan must provide specific information including: 1) the criteria and process used to identify students for its GATE programs; 2) a plan for training of teachers and other staff involved in gifted education; 3) a description of the types of programs to be used in serving gifted students such as magnet classes or schools, cluster groupings, pull-out programs, and Advanced Placement classes; 4) the process for parent involvement; and 5) a method for program evaluation. A detailed budget supporting the plan must also be included.

If a district's plan satisfactorily meets the state's criteria and is approved by the State Board of Education, it will be funded for one, two, or three years. At the end of the funding period a new plan must be submitted. Most districts receive funding for GATE programs based on a formula which uses the ADA, or Average Daily Attendance, of all the students in the district, multiplied by a factor determined annually. Currently most districts receive approximately \$6.50 per ADA for their GATE programs. Districts with fewer than 50 participating GATE students receive their GATE funding on a per capita basis set by the legislature. Less than one tenth of 1% of the total education budget in California is designated for GATE programs.

Districts have a great deal of flexibility in administering their GATE programs. There is generally a district office administrator designated to coordinate the entire program. In addition, many school sites have a designated person such as the principal, vice principal, or site GATE Coordinator or liaison to coordinate their programs. Sometimes a county will designate a GATE coordinator to oversee the programs in all its school districts.

Components of a GATE Program

A Identification Categories

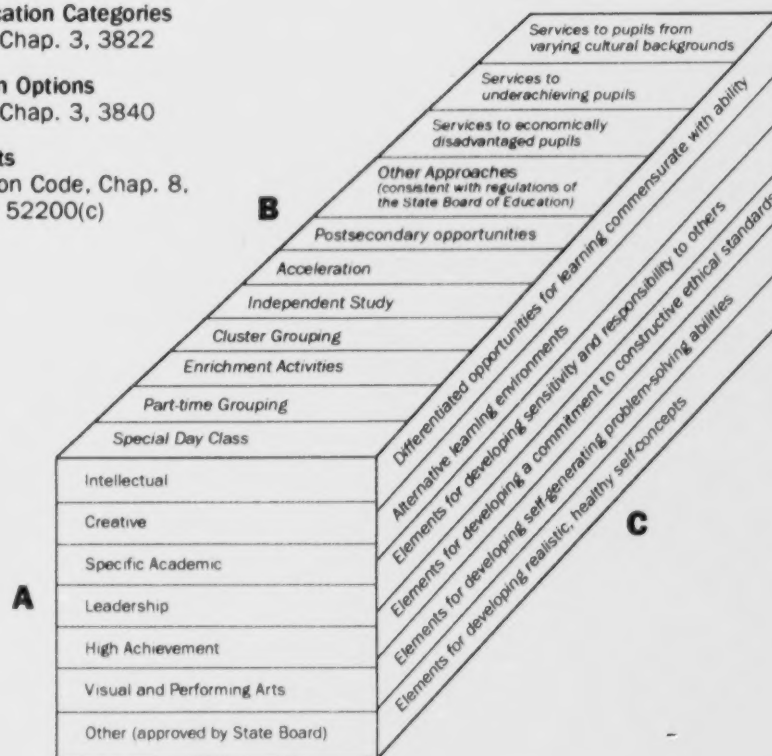
Title 5, Chap. 3, 3822

B Program Options

Title 5, Chap. 3, 3840

C Elements

Education Code, Chap. 8,
Section 52200(c)



Schools with a School-Based Coordinated Program (SBCP) must have a School Site Council which is required to develop a plan for the entire school. The Site Council is made up of equal numbers of school personnel (teachers, administrators, and classified staff) and parent representatives. The plan developed by the Site Council must reflect the curricular and instructional needs of its various student populations, including gifted students, a budget to support the plan, and evaluation of the programs offered.

Districts with School-Based Coordinated Programs must still submit a GATE plan to the California Department of Education. However, the only role of the district office in SBCP schools is to allocate GATE monies to these schools; the schools' Site Councils determine how that money is spent.

3 Are GATE programs the same from district to district?

GATE programs vary from district to district. Each district is responsible for designing and implementing the programs that best meet the needs of its gifted students. There may also be variation from school to school within a district due to the existence of charter schools, schools that operate under a School-Based Coordinated Program, and magnet schools, as well as differences in student populations. Some of the GATE programs prescribed in the California Title 5 regulations are listed below. Written consent of a parent or guardian must be on file prior to the pupil's participation in any GATE program.

Special Day Classes. Special day classes, sometimes known as self-contained GATE classes or magnet programs, can be offered at any level from kindergarten through high school. All students in these classes are identified as gifted or talented. These special day classes are often placed at central locations with qualified students drawn from the surrounding schools. A few districts offer magnet schools for gifted, highly gifted, or talented students in which the entire student body is identified as gifted or talented.

Part-time Grouping. Part-time grouping occurs when GATE identified students are enrolled in regular classes for part of the day but also attend classes or seminars with other GATE identified students. This type of program is usually found in middle and high schools where advanced classes are offered on a subject-by-subject basis. At the middle school level, GATE classes are often called honors classes. At the high school level, classes appropriate for GATE students are generally called honors, Advanced Placement (AP), or International Baccalaureate (IB).

Enrichment Activities. In this type of program, GATE identified students are assigned to regular classrooms, but leave periodically for enrichment activities with other GATE students. This could be for a short period each day, or for an extended period once a week. This type of program is usually seen at the elementary school level where special day classes are not offered and is often referred to as a "pull-out" program.

Cluster Grouping. With cluster grouping the GATE identified students remain in the regular classroom but form a cluster within the class. Their regular classroom teacher is responsible for providing instruction appropriate for the gifted students. Caution should be used in selecting this option, however, since Delcourt, Loyd, Cornell, and Goldberg (1994) concluded that within-class programs resulted in the lowest academic achievement of gifted programs commonly in place.

Independent Study. Some GATE students pursue independent courses of study under the supervision of a teacher, tutor, or mentor, or through correspondence with a recognized program such as those offered by Stanford and Johns Hopkins Universities. All independent study courses must be supervised by a certified employee of the student's school district.

Acceleration. In certain cases, GATE students may be eligible for acceleration into classes or grades more advanced than those of their chronological age group. For example, a 5th-grade student may take mathematics at the middle school, or an 8th grader may take geometry at the high school but remain with the regular class for the rest of the day. Sometimes a student may be so advanced in all areas that full-time promotion to the next grade level is warranted.

Post-secondary Education Opportunities. Some GATE high school students may complete their requirements for graduation early or finish all the courses a high school has to offer in a particular field a year or two before graduation. In that event, it may be possible for the student to enroll concurrently in the high school and a local junior college, four-year college, or university.

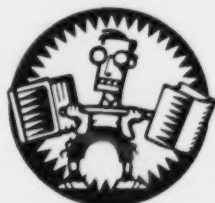
While GATE programs differ widely, they share the same goal: to provide a challenging educational environment for gifted and talented students to enable them to reach their maximum potentials. Because of the great diversity among gifted students, no single type of program can satisfy the needs of all gifted students. Parents, working closely with teachers, counselors, and administrators, can play a vital role in supporting and improving programs for gifted students.

4 What are Advanced Placement and International Baccalaureate programs?

The Advanced Placement (AP) program and the International Baccalaureate (IB) program

allow high school students to earn both high school and college credit for courses taken while in high school. While most high schools offer a variety of AP classes, only a few participate in the more rigorous IB program.

The curricula for AP courses are designed and supervised by the College Entrance Examination Board which also conducts and grades a nationally standardized examination for each of the numerous AP courses currently recognized. The number and variety of classes offered at any particular high school are dependent to a large extent on the expertise of the faculty and the interests of the student body. Courses in such subject areas as the sciences, foreign languages, English, mathematics, history, political science, and the arts are available. The classes are more demanding than regular high school courses and equivalent to those offered at the college level.



Many colleges and universities award college credit and/or waive freshman courses for AP courses successfully completed, allowing the student to proceed to the next level. Some colleges and universities do not confer any special benefit on students who complete AP courses, regardless of how well they perform on their AP examinations. However, taking AP courses is recommended preparation for college work as it demonstrates success with academically rigorous work.

While Advanced Placement classes are taken on a course-by-course basis, the International Baccalaureate program is a rigorous two-year comprehensive course of study. The IB program does not subscribe to the educational pattern of any one country, but combines the specialization required in some national systems and the breadth preferred in others. The IB curriculum consists of six subject groups:

1) Language A1 ("best language" including world literature); 2) Language B (second language); 3) Individuals and Societies (history, philosophy, etc.); 4) Experimental Sciences; 5) Mathematics; 6) Electives (art, computers, etc.). Students may earn an International Baccalaureate Diploma if they successfully complete rigorous examinations in the specified areas of study as well as complete an extended essay and the "Theory of Knowledge" course. Students must also complete a specified number of community service hours.

The IB program and the examinations given upon completion of individual courses are internationally standardized. Many major colleges and universities throughout the world grant advanced standing to students who have earned IB Diplomas. Some institutions also recognize the successful completion of individual IB courses, in much the same way as they recognize successful AP course completions. Few public high schools currently offer IB programs due to their rigorous academic demands and the financial cost required to establish them.

5 How can parents evaluate the effectiveness of their child's GATE program?

No matter how good a GATE program might appear on paper, the proof of the program is in how well it serves those who participate in it. Therefore, the first step parents should take to assess a program is to evaluate how their child feels about it. It is not always possible to determine a child's true feelings about school simply by asking. Children often reveal their feelings in nonverbal ways: through their posture, in their tone of voice, whether their appetite is good, whether they laugh, or how they play with other children. Parents should ask themselves whether their child goes to school eagerly or seems reluctant to attend.

Reluctance to participate in a given program does not automatically mean that the program is lacking, however. Participation may

mean getting to know a whole new set of classmates, and may also involve more academic rigor than the child has been used to. Parents need to find ways to assist the child in making a transition and taking advantages of the benefits the program offers.

Parents should also look for specific features in their child's GATE program including the following:

- The program should have a clear set of goals and objectives with clearly defined student outcomes. These should be written in the district's state GATE application which parents may request to see.
- A clear provision should be made for students to receive differentiated curriculum with depth, complexity, and pacing appropriate to meet their particular needs. This is necessary for heterogeneous groups made up of children from many ability levels, as well as for homogeneous classes made up entirely of gifted students. In either situation, differences among gifted children are so great that curriculum modifications will always be needed.
- The program should ensure that each student master all essential skills appropriate for the grade level and that each student's progress is documented.
- The program format should be flexible. Ideally, various organizational patterns should be used in the classroom, including small study groups, in-class enrichment, mentorships, resource room involvement, and independent study projects.
- Provisions should be in place to engage students as partners in the learning process.
- There should be evidence that the program identifies strategies for meeting the emotional needs of gifted students.
- The program should provide training for teachers and other school educators regarding the characteristics and needs of gifted children and differentiation of curriculum.

6 Shouldn't all students have access to GATE programs?

The goal of education, including gifted education, is to maximize the learning potential of each and every student. Because there is such diversity in students' abilities, no one program can meet the needs of all of them. For example, there are programs designed for students with learning disabilities, those whose primary language is other than English, and those who have physical or mental disabilities. Each program is designed to meet the specific needs of its identified target population. However, if a student with average learning ability is placed in a remedial class where he has already mastered the materials presented, he will make less progress than in a more challenging situation. Conversely, that same average student placed in a GATE class may be unable to keep pace with the depth and complexity of learning required.

Gifted students usually learn basic skills more quickly and with less practice and repetition than average learners. Therefore, GATE classes move at a faster pace with less time spent on basic instruction than do general education classes. Ideally, the assignments given are more complex and require more abstract, flexible, original, and elaborate thinking than those in the general education classes. Thus, average students who need more time and practice to master basic skills may have difficulty in GATE classes where learning requirements are more complex. They may experience considerable frustration, be unable to compete, and may even fail to build an adequate basic foundation for their later studies.

It must be stressed that the GATE program is not a prize to be won or lost. It is simply a program designed to meet the special needs of a particular group of learners. Admission to the program recognizes only that a child has special needs. It does not guarantee that the child will receive a better education than other children in the school, nor does it guarantee that the child will be a greater success in later educational pursuits or in life.

SOCIAL AND EMOTIONAL NEEDS OF GIFTED CHILDREN

1 Why do gifted children often have difficulty fitting in with others their age?

Finding same-age peers for gifted children may be difficult because they frequently have little in common with average ability children. Since gifted children are usually significantly more advanced intellectually than other children their age, they may share few interests with them. Since friendships are built on shared interests and abilities, gifted children may feel isolated from their average ability classmates.

On the other hand, gifted children can be quite popular with same-age peers who do not share their intellectual gifts. As Howard Gardner (1983) has pointed out, children may be talented in the area of interpersonal relationships and become highly adaptable and skillful in establishing common ground for communication by focusing on topics of interest to others in the group while avoiding discussion of their own special interests. These children often rise to positions of leadership among their less able classmates.

However, all children, including gifted children, need the approval and acceptance of their actual peers to develop as complete and contented human beings. When gifted children identify with peers who are not on their intellectual level, there is a danger that they may attempt to hide their giftedness in order to be accepted. When they approach middle or high school it is not uncommon for gifted children, especially girls, to slip into a cycle of underachievement that may be extremely difficult to break. If they feel rejected by their age mates, or if they think they must hide their real interests and abilities in order to fit in, they may believe that there is something wrong with them. This may lead to feelings of

worthlessness and depression. It is not sufficient that gifted children be loved by their parents or appreciated by their teachers; they need peer approval as well.

When gifted children are ostracized by their age peers or do not feel satisfied by their relationships, parents should make an effort to identify more compatible peers and foster the development of friendships with them. It is not unusual, for example, and certainly appropriate for gifted children to form friendships with significantly older children or even adults who provide the understanding needed.

Delisle (1992) recommends bibliotherapy, the use of literature containing characters the reader can identify with, as an effective way for students to clarify and reconcile issues of peer relationships.

Where school districts have magnet or cluster programs, the problem of peer relationships is greatly reduced. However, magnet programs are not a panacea; there is tremendous diversity among gifted children and even within a class completely composed of gifted children, a particular child may not find compatible peers.

Parents should be vigilant in assessing the quality of their children's friendships and encourage them to interact with others who share common interests and abilities. However, it must be pointed out that parents have limited influence on their children's selection of friends, especially as they grow older. Children will sometimes choose friends that parents feel are undesirable. It is natural for children to try out different relationships as a way of learning about themselves, even though some of the relationships may not be appropriate. By keeping the lines of communication open and really listening to their chil-

dren, parents are better able to understand their children's needs and assist them in satisfying those needs in productive ways. Above all, it is important to make children feel loved and respected within the family. Children who are supported in this way are likely to value those same qualities in all of their relationships.

2 Is it normal for gifted children to be more intense than other children?

It is well recognized that a common trait among gifted children is intensity, sometimes referred to as hypersensitivity or overexcitability. Kazimierz Dabrowski, who did extensive research in this area, identified five areas in which individuals demonstrate overexcitabilities: psychomotor, sensory, intellectual, imaginative, and emotional (Colangelo & Davis, 1991). Gifted children are often hypersensitive in more than one area.

Children who are intense in the psychomotor area have a heightened excitability of their neuromuscular systems. They have an intense need for physical activity and love movement for its own sake. They may talk rapidly and seemingly constantly and when stressed, may demonstrate nervous habits such as tics or nail biting.

Children with intense sensory perceptions have a heightened sense of pleasure or displeasure in touch, taste, sound, or color. They may be picky eaters in order to avoid or enjoy specific tastes. They may have acute hearing with a sense of perfect musical pitch, or may be so sensitive to touch that they cannot tolerate tags in their clothing. They may have an instinctive love of color, music, words, design, or beautiful objects.

Intellectual intensity is demonstrated by a thirst for knowledge and insatiable curiosity. Children who exhibit intellectual intensity can concentrate for long periods of time and are

often avid readers. They can be great problem solvers and may spend prolonged periods preoccupied with logic and theoretical thinking. They can also be highly moral which can lead to conflict with peers who are less aware of ethical issues. These children are often remarkably sensitive to injustice, not only when it affects them personally but also when it affects anyone around them. They may be quite vocal in criticizing the person responsible for the perceived injustice, even when it is a person in authority.



Children with intense imaginations love fantasy and often create imaginary playmates or worlds. They sometimes have difficulty separating reality from fantasy and can be poetic and dramatic in their descriptions.

Children who are emotionally intense experience extremes of emotion, both positive and negative, and are often able to identify closely with others' feelings. Their range of emotions tends to be very broad. They can develop strong attachments to people, places, and things and can have difficulty adjusting to new environments. It is not uncommon for these children to become preoccupied with social, religious, humanitarian, or philosophical questions. They may even take an active role by volunteering for an organization that works for improvement in the area they care about. Emotionally intense children can be very challenging, especially when young, because they are often overwhelmed by their emotions to the point of being unable to focus on realistic goals or modes of action. They need help from parents in the development of attainable goals and the ability to translate commitment into action in daily life.

Gifted children often realize that their reactions are more intense than those of other children and may feel that there is something wrong with them. Parents need to acknowledge the value and uniqueness of their children's intense sensitivities and assist them in developing strategies for healthy responses. Sometimes encouraging children to express their feelings through physical movement such as dance or other musical or artistic media can be satisfying. Identifying nonverbal ways of expressing feelings can be especially helpful for young children. Older children may want to verbalize their feelings, but need guidance on when, where, and how to express themselves in ways that do not antagonize or offend others. Children may also need to be taught to monitor their reactions and to use self-calming techniques such as deep breathing or meditation. Sometimes it may be helpful to isolate the child, not as a punishment, but rather to give the child time to come to terms with his or her strong emotions.

Children can learn that while their feelings are intense they can be managed in ways that are not harmful to themselves or others. Making the home a safe place where feelings can be shared in appropriate ways allows for the fullest development of the child's gifts.

3 How can parents encourage positive sibling relationships when only one child has been identified as gifted?

As Rimm (1994) points out, it is not unusual to find that when one child is identified as gifted, other members of the family are likely to be gifted as well. However, when this does not happen, it is important for parents to remember that all children need unconditional love from their parents for optimal development. They need to feel valued and accepted for who they are rather than for the abilities or talents they possess.

When one child has been identified as gifted, the label can affect the entire family. Siblings,

especially younger children, may compare themselves to the gifted child and see themselves as less capable, responsible, and worthwhile. They need parental guidance to recognize that several family members can have similar abilities, which may be expressed in unique ways by each individual. Children may also need adult help in recognizing that individuals have different areas of interest and that one is not better than another. Encouraging the abilities and unique contributions each individual can make to the family helps to develop better sibling and family relationships.

Above all, parents should avoid comparing the achievements of their children. Comparisons often contribute to the belief that some trait or person is more valuable than another, rather than merely different. Parents should stress that differences are to be expected and support each child's strengths rather than focusing on their weaknesses.

Another factor to consider is that school identification systems are not perfect; it may be possible that other children in the family are gifted also, but have not yet been formally identified.

4 What can parents do about perfectionism in gifted children?

Perfectionism is the proverbial two-edged sword. While it can be responsible for inspiring a child to great heights of achievement, foster perseverance, and help to develop talent, it can also have serious negative effects on a child's productivity and self-esteem.

Perfectionism is negative when it leads to extreme frustration or dissatisfaction and low self-esteem. Such negative feelings can develop when children are excessively praised for their work, talent, or achievements by parents and teachers and begin to define themselves in terms of their work. They may put extreme pressure on themselves to continue to perform, setting unreasonably high standards for themselves, even when they do not have the

skills to accomplish their high goals. The discrepancy between what they envision and what they can actually accomplish can lead to frustration and feelings of low self-esteem. No matter how good their work is objectively, they may feel like failures and even destroy work rather than have someone else see it. Praising the child's work, even when merited, is not the answer since perfectionists rarely believe even sincere praise. Some children become so frustrated and so afraid of not being able to meet their own standards that they stop producing altogether, becoming paralyzed by their own perfectionism.

Parents have a difficult role when it comes to dealing with perfectionism. While too much praise may promote perfectionism in all its negative aspects, too little recognition for a child's work can cause the child to feel rejected and unappreciated. Worse, focusing on mistakes and shortcomings can increase the child's inclination to be overly critical. The child may react by setting even higher standards or by giving up altogether. Praise provided judiciously and related to specific tasks is much more effective.



Parents need to strive to help their children develop realistic self-concepts that include recognition of both strengths and weaknesses. They need to convey to their children that they are valued as people regardless of their performance. Recognizing the effort that a child puts into an activity rather than focusing exclusively on the outcome can help the child develop the attitude that learning from an experience is more important than a perfect result. Children need to recognize that making mistakes is part of the normal process of learning and of living.

Parents can also help their children to deal with perfectionism by providing a safe and accepting home atmosphere where risk taking is valued as part of a learning experience. It is important to help children focus on their successes, however small; evaluate their standards in realistic terms; learn from their mistakes; and develop a sense of humor.

5 Should gifted children be held back a year before starting kindergarten if they are socially immature?

Gifted children often develop unevenly, a phenomenon known among educators as asynchronous development. For example, they can be extremely advanced intellectually but within the normal range in physical or social skills. As a result, teachers, and even parents, may view these children as socially immature because their skills don't match their intellectual development. Sometimes they interpret a child's behavior as immature when the behaviors observed are in fact characteristic of gifted children.

Getting along with other children is one measure of maturity often used by educators. Gifted children sometimes have difficulty relating to others their age who do not have their verbal or intellectual skills, or do not share similar interests. If this is interpreted as immaturity and the gifted child is held back, waiting another year to start kindergarten may only exacerbate the problem.

Gifted children's characteristic intense emotions can also be problematic in evaluating their maturity. Adults may interpret their intensity as willfulness or a lack of maturity in controlling their emotions. The behavior resulting from this intensity can also cause difficulties with peers.

If parents have been counseled that their child is not ready for kindergarten because of social immaturity, a careful assessment by educators and other experts experienced in working

with gifted children should be conducted. To make an informed decision, parents need to gather as much expert information as possible to add to their own intimate knowledge of their child.

6 Will accelerating gifted children keep them from being bored in the classroom or does it just create more problems?

Accelerating gifted children into a higher grade level class for either a single subject or for the entire day can be beneficial academically for students who are clearly working at a level significantly beyond that of their classmates (Lynch, 1992). Once they have mastered their current curriculum, they need further challenge, and acceleration is one solution. The advancement can be positive socially, as well, particularly for those who already routinely associate with older children. Unless a child's behavior is extremely immature or the age difference is extreme, new classmates are usually accepting and often do not even notice the age difference.

However, acceleration can also have negative consequences. When considering whether to advance a child, parents must carefully assess both the academic performance level of their child and the degree of support that will be provided by the schools. Other needs and interests should be considered as well, including friendships and other age-appropriate activities. In addition to the need for academic challenge, gifted children also need time to play and just be kids.

When parents, the GATE coordinator, school principal, and the child's teachers, decide on acceleration, the child will need support and perhaps instruction on how to approach the new situation. Parents need to assist their children in understanding that they may no longer be the best in the class and that more effort may be required to complete assignments. Most children, however, enjoy the more challenging environment and do as well

as the older students. Fitting in well academically can also have a positive effect on the child's social and emotional well being as the child may no longer feel so different from his classmates. When placing a child into a higher level grade, it is often helpful to make the change at a natural break such as when changing to a different school, at the end of the academic year, after a semester break, or after a long vacation.

Before making the final decision, however, parents need to be sure that their school system can provide the proper support for their child. School personnel should be positive and supportive and willing to deal with problems that may arise. Parents must plan ahead for challenges that may occur from early acceleration such as providing transportation for the child enrolled concurrently in high school and college courses and the need to begin college planning at an earlier date. Parents and children should anticipate some frustration along the way.

One further consideration is the child's interest in activities in which competition is based on physical abilities. If a child is particularly interested in athletics, acceleration may impede the child's ability to compete effectively. While some extracurricular sports teams are age based, many are grade based. A child who is at least a year younger than his or her classmates will probably be smaller and less well developed physically. This may be most problematic when the child enters high school and must face children considerably older in athletic activities.

While acceleration can be a good solution for children who are academically advanced, any decision to accelerate a child must be made very carefully. Each family must make its own decision on the balance between academics and athletics, remembering that the consequences of academic acceleration can be life-long whereas team sports will be important for a relatively short period of time.

SPECIAL CHALLENGES

1 Is it possible to have physical or learning disabilities and still be gifted?

Just as giftedness is found within all socioeconomic, racial, ethnic, cultural, and linguistic groups, it is also present in individuals with disabilities. Identifying such individuals as both gifted and disabled is sometimes very difficult, however.

Children with obvious physical disabilities such as blindness, deafness, and cerebral palsy or other motor disorders, are readily placed in the special education programs that focus on their specific disabilities. Recognizing that the number of gifted children is a small percentage of the general population, and that the number of disabled is also a small percentage, it follows that the number of disabled gifted is extremely small. Since it is most common for disabled children to have remedial education needs, the focus of these programs is rarely on exceptional academic performance and the occasional gifted disabled child is often overlooked. Even if disabled children's giftedness is recognized, it may be extremely difficult to convince teachers, parents, and even the children themselves that they are gifted.

It can be even more difficult to identify gifted children with learning disabilities such as dyslexia, attention deficits, and visual or auditory processing difficulties. These children can be overlooked because they often use their high ability to cope with and mask their learning disabilities. Conversely, their learning disabilities may be overlooked until they reach a point where they are no longer able to compensate.

While children with learning and/or physical disabilities may qualify for GATE programs based on test results, such placement may not

be the most appropriate one for them. For example, if a child needs a more structured setting for academic success and the available GATE program emphasizes independent study with a flexible structure, the learning environment may not be appropriate even though the child qualifies for the program. Sometimes a regular education classroom may be the best placement to meet the student's needs.

In order to decide whether a child who is both gifted and disabled should be placed in a GATE program, a careful assessment must be made of both the physical and academic needs of the child and the ability of the program to meet those needs.

2 What can parents do to assist their underachieving gifted children?

Chronic underachievement in gifted children, usually defined as an habitual failure to perform at a level commensurate with their ability, is a serious and widespread problem and can have many causes. In order to deal with the problem, an important first step is to understand the reasons why the child is underachieving.

Some gifted children are underachievers because they are not adequately challenged in their schools. When they are required to study material they have already mastered, expected to tutor other students, or find the assignments tedious, they may become frustrated and lose that love of learning and intensity that so often characterize the gifted child. These children may still earn top grades, which makes it difficult to convince teachers, and sometimes parents, that they are in fact underachievers. But, despite the grades earned, if a child has decreased enthusiasm or

passion for learning, underachievement should be suspected. The key in this situation is to find a way to challenge the student. By working with the teacher, principal, and GATE coordinator, parents can help design a program that hopefully will restimulate the child's interest in learning.

It is important to recognize that the issue of underachievement is individual and complex. Barbara Clark (1997), in *Growing Up Gifted*, points out a number of recurring patterns evident in gifted underachievers. One of these recurring patterns is often identified as perfectionism. Gifted children sometimes set standards for themselves that are unreasonably high. For example, a project may never be good enough or complete enough to meet the child's perceived standards. Some children even destroy their work rather than turn in projects they consider inferior; others may stop producing altogether. Parents should demonstrate that the child is valued and loved unconditionally as a person, regardless of the product or performance, and that the child's achievements are secondary.

Fear of failure is another recurring pattern of underachievement. Gifted children are often the best performers in the classroom, a status which may be most pronounced if they are in mixed ability classrooms. If they identify with that image, they may consider themselves failures with even slight fluctuations in status. When their need to be "on top" becomes of paramount importance, they will tend to avoid taking risks or attempting new challenges. They will choose less demanding activities, projects, or classes in order to guarantee top grades for themselves. Sometimes, they refrain from trying their best or completing an activity when they are unsure of the outcome. When their performance is less than perfect, they can then explain that it was because they did not really try.

Parents can help break this cycle by making the home a safe place where risk taking and effort are emphasized and failure is minimized. It is also important for parents to help

their children learn to cope with failure which includes allowing them to make mistakes. Because we want to see children be successful at all times, it is often a difficult and painful process to allow them to learn from making mistakes. However, if children are assisted in overcoming small failures at an early age, they will be more able to deal with larger difficulties as they grow older.

Parents and teachers are sometimes reluctant to give positive feedback to gifted children for fear it may encourage them to become conceited.



Because gifted children are capable of so much, teachers and parents may lose sight of the fact that gifted children need positive reinforcement and acknowledgement of their accomplishments as much as any other child. When the accomplishments of gifted children are taken for granted by their parents or teachers, they may stop

trying to achieve. When children are constantly criticized, or not appreciated adequately for their efforts, they may simply stop trying. As gifted children are often highly sensitive to both positive and negative feedback parents must acknowledge their achievements.

Peer pressure may also cause gifted children to be underachievers. If children feel ostracized by their peers, they will often do anything to try to fit in. For example, if they are perceived as too smart by the group, they may try to hide their intellectual ability. Exhorting children to do better or to try harder is usually not effective because they gain something positive from underachieving, namely acceptance by the peer group. One approach, though difficult, is to encourage children to choose new peer groups more closely matched to their own abilities.

This list of causes of underachievement is by no means exhaustive. If parents suspect that

their gifted child is underachieving, the key is to recognize the problem and attempt to understand why it is occurring. While the reason for the underachievement may not seem rational, it is important to try to understand what the underachieving gifted child may be gaining from the behavior. Educators and other professionals who are experienced in working with gifted children may be able to provide support and suggestions for intervention. It is important to intervene as soon as the problem is recognized. See Rimm's (1994) discussion of causes and cures of underachievement for a more complete review.

3 How can parents from diverse backgrounds help their children develop a peer group among students in their GATE programs?

Unfortunately, students with certain diverse backgrounds are underrepresented in GATE programs. Most notable in California are African-American and Spanish-speaking children, but also included are Native Americans, some Asian groups, and children from low socioeconomic families. Despite concerted efforts by state officials and local school districts to increase identification of these students, they often find themselves isolated as the only member of their group in their local GATE program. Some students forego the opportunity to participate in gifted education programs precisely because they anticipate being isolated.

Parents can help their children adjust to GATE classes or groups in which they are isolated by stressing the many significant similarities that exist among all gifted children, whatever their background. It is important for parents to support their gifted child's participation in gifted programs in order to provide them with the specialized educational opportunities they need. Likewise, parents can actively encourage friendships with other children in the group, showing honor and respect for each child's background. Parents can sometimes gain additional support and assis-

tance by participating in parent organizations, especially those for parents of gifted children.

Parent interest, support, and involvement are the key factors in assisting gifted children from diverse backgrounds to take advantage of the opportunities of GATE programs.

PARENT ADVOCACY

1 How can parents encourage teachers to provide more challenging assignments, rather than just more assignments?

When gifted children are placed in mixed ability classrooms, they often stand out from their classmates by consistently finishing their assignments much more quickly than the rest of the class. They are ready to move on long before their classmates and may be disruptive while waiting for new assignments. Teachers often cope with this situation by giving the abler students additional assignments which often are simply more of the same kind of work they have already mastered. Gifted students become very frustrated with this approach and often consider it unfair, resenting the teacher for requiring them to do more work than their classmates. Such experiences may inspire underachievement in gifted students resulting in their refusal to do the additional assignments and becoming even more disruptive.

Parents should meet with the teacher to discuss the child's frustration. As in all cases where parents are acting as advocates for their children, care should be taken to be non-confrontational and to establish a good working relationship with the teacher. Parents should keep in mind that the vast majority of teachers are very concerned about their students and want what is best for them. They often work in very difficult conditions, trying to meet the needs of many students with a large range of abilities. Usually the teacher is an ally whose opinions are worthy of respect and whose efforts should be supported.

Another suggestion is that parents familiarize themselves with research that has been done in the area of gifted education. They will be much more effective when discussing changes

in their child's assignments if they are knowledgeable and have learned the language of teachers. CAG's publication, *Meeting the Challenge, A Guidebook for Teaching Gifted Students*, has excellent material on how to enrich, accelerate, and differentiate the curriculum for gifted students and is a good resource for parents.

Tips for Meeting with Teachers

- Make an appointment; do not drop in unannounced.
- Be prepared with a list of the items or questions you wish to cover.
- Suggest possible solutions, including things you are willing to do.
- Be willing to give alternative solutions a fair trial period.
- Listen; the teacher may have insights you were unaware of.
- Be tactful; accusations against the teacher are seldom productive.
- Bring your sense of humor.

2 How can parents prevent their gifted children from becoming the "class tutors"?

Sometimes teachers use the most capable students in their classrooms as tutors for the slower learners. Teachers often justify this action by stating that teaching another student reinforces the learning of the tutor. However, since the thought processes of gifted students are usually quicker and more advanced than those of the average or slow learner, tutoring may be very frustrating to a gifted student. Furthermore, gifted students often use advanced vocabulary which may be difficult for slower learners to understand. Either situation can result in ani-

mosity and disrespect between students rather than fostering cooperation and a good learning environment.

While it may be beneficial for both learners to engage in student-to-student instruction on occasion, it can also deter the gifted student's own intellectual growth. It is essential that all children, including gifted children, have an opportunity to engage in learning activities that promote their individual academic development and allow them to maximize their own potential. Being a tutor does not ensure that this occurs.

When parents find that their child is serving as a tutor, they should discuss the circumstances with the classroom teacher. If the tutoring consists of working with other students only on occasion, or working with other students close to the child's level of achievement, it may be a beneficial situation. However, if parents discover that their child is being used as a junior teacher or teacher's aide, they should diplomatically point out their concerns.

The teacher may prefer to keep the child in the tutor role, especially if the child is effective with other students. However, parents must be firm in requesting appropriate learning opportunities for their gifted children and attempt to find a compromise. If a satisfactory solution cannot be made with the teacher, parents should pursue the problem with the principal and, if necessary, other district administrators.

3 How can parents start a GATE parent group?

Any parent or group of parents can start a GATE parent group. The group can be as large or small, as broad or specific in scope as the parents choose. It may draw members from throughout a school district or county or be limited to a particular school, class, or program. Its size and composition will depend on its purpose.

The first step in forming a group is to decide on its purpose. A group may have one or more purposes including the following:

- To promote parent education regarding giftedness
- To act as a resource for sharing and disseminating information about GATE programs and private programs that benefit gifted children
- To serve as a support group for parents
- To advocate for the continued existence and improvement of gifted programs
- To promote extracurricular educational activities for gifted children.

Once a purpose has been decided upon, the idea must be publicized in order to attract like-minded parents. An excellent resource for publicity ideas is the local GATE coordinator. The GATE coordinator may also be willing to assist with the distribution of letters to parents of gifted students regarding the formation of a parent group either for a single school or district-wide. However, the GATE coordinator will not be able to provide a mailing list due to the laws pertaining to confidentiality of student information. Information may also be disseminated through the GATE newsletters published periodically by most coordinators, PTA bulletins, or community newspapers.

Another way to attract interest in the formation of a parent group is to sponsor a parent education meeting. Most GATE coordinators plan at least one such meeting per year and would probably welcome this opportunity to collaborate with parents. Care should be taken to select a speaker with broad appeal and to publicize the meeting widely. The California Association for the Gifted can provide speakers on a variety of topics; the regional parent representative for your region can be especially helpful.

When it is clear there is enough interest to support a formal parent group, an organizational meeting should be scheduled to formally adopt the purposes of the group, elect

officers, set goals, and adopt bylaws. CAG, through its regional parent and educator representatives and its Affiliates Committee, can offer extensive support and advice to newly forming parent groups. Specific guidelines, including model bylaws, are available from CAG; see the resource section for references.

4 What is the parents' role in future career planning and when should it begin?

Whether parents want their children to have a college or university education or other opportunities for technical or artistic training for a future career, it is never too soon to begin planning. They should talk about college or other advanced training with their children from the time they are very young, encouraging them to make it a part of their ongoing education. Since advanced training can be very expensive, they should begin to plan how the financial burdens of this education will be met. Remember that even if a child is fortunate enough to receive financial aid, scholarships rarely cover all costs.



Parents can be helpful by encouraging their children to maintain a personal portfolio with information about their school years. It may include activities such as sports, community service, school and extracurricular activities, report cards, and awards. Parents can also help their children identify their interests, talents, strengths, and weaknesses and investigate possible careers that could provide personal growth and satisfaction. As this is a lengthy process, parents should not be surprised if their children change direction many times or seem to be going in several directions at once.

Parents need to pay careful attention to the courses selected by their children in middle and high school, seeking information and advice from school personnel whenever questions arise. It is also a good idea to start visiting campuses so that children can begin to form an idea of what type of advanced training they may wish to explore. There are many good books and electronic resources available that provide specific and detailed information for planning for college and other advanced training. See the resource section for references.

As parents of gifted children, it is tempting to assume that college is the answer for all children. Parents who have college or university degrees themselves may particularly wish the same for their children. But there is never one answer for all people and not every gifted student is headed for college after high school. Happiness and personal success can be attained without the benefit of a college degree. The greatest gift that parents can give their children is to assist them in their quest to find what will best meet their unique needs.

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Part II

Resources for Parents and Students

CAG POSITIONS, SERVICES, AND PUBLICATIONS

The California Association for the Gifted maintains an office at 426 Escuela Avenue, Suite 19, Mountain View, CA 94040. You may reach the office by several means: Phone: 650-965-0653, Fax: 650-965-0654, E-mail: CAGOffice@aol.com. The Executive Director is Carol Brown Spencer.

STATEMENT OF PHILOSOPHY OF THE CALIFORNIA ASSOCIATION FOR THE GIFTED

The members of the California Association for the Gifted subscribe to and support these beliefs and values:

We believe that appropriate educational services should be provided to all children including the recognition and implementation of differentiated educational experiences that meet the special needs of children designated as gifted regardless of age, gender, ethnicity, or socioeconomic status.

We believe that gifted individuals are those who show or have the potential for showing an exceptionality in any one or combination of various forms of ability, therefore, gifted students require differentiated educational experiences and services beyond the regular curriculum.

We believe that the designation of gifted should be made only after the evaluation of a diverse and extensive body of traditional and/or non-traditional evidence has been made.

We believe that any identification procedure for gifted programs must be diverse and sensitive enough to allow students from a variety of cultures and backgrounds to show their highest level of ability regardless of how it may be expressed.

We believe that the unique characteristics of each gifted learner must be responded to differentially with individual planning. This will include, but not be limited to, the pace of learning, complexity of content, depth of involvement, and originality of expression.

We believe that teachers of gifted students should be knowledgeable regarding the needs and best practices that will provide such appropriate differentiated educational services. Teachers should value intellectual inquiry, growth, and a commitment to the learning characteristics and needs resulting from gifted development.

We believe that the work of the Association can be enriched by the collaborative efforts of other organizations at the state, national, and international levels. For that reason we believe that it is important that such outreach efforts be initiated and supported by the Association.

We believe that the contributions and active participation of everyone involved in the lives of gifted students be included in the initiation, implementation, and evaluation of their education. To that end the Association seeks to provide a forum where parents, educational professionals and gifted students can work together to provide the most current and effective educational practices.

Therefore, we believe that any program for gifted students, as minimum conditions, must contain these elements:

- identification procedures that are diverse, extensive, and sensitive to students from a wide range of cultures, races, and ethnic groups.
- differentiated and individualized curricular experiences.

- an array of services and structures from which the most appropriate may be chosen to meet the individual needs of each gifted student.
- knowledgeable persons who can plan and implement appropriate programs and the best practices to meet the unique educational needs of gifted students.
- parent, professional, and student participation in the initiation, implementation, and evaluation of the gifted program.

WHO WE ARE AND WHAT WE DO

Membership

The members of the California Association for the Gifted (CAG) are parents, educators, and community members—anyone interested in the education of gifted and talented young people. Won't you join us?

Regional Activities

Mini-conferences and meetings throughout California are planned and sponsored by the two elected representatives in each of 11 CAG regions, often in conjunction with an affiliated organization active in that region.

Annual Conference

The major annual event is a three-day spring conference held in various locations around the state. This meeting draws together experts from across the country to share their expertise with CAG members and conferees. Educators and parents present workshops, and exhibitors display related materials. Conference flyers are mailed to members in September, or call the CAG Office for your copy.

Political Involvement

CAG advocates for appropriate legislation and funding for gifted and talented programs. Membership dues support the efforts of a part-time lobbyist in Sacramento who monitors bills that could affect gifted education and assists with legislative strategies. CAG also maintains an active political action com-

mittee (CAG/PAC) which communicates with members through mailings called "CAG Cards" whenever issues in Sacramento are of particular importance to gifted education.

Publications

The *Communicator* is published four times each year. Each issue contains articles related to a specific theme in gifted education such as identification, parenting the young gifted child, or talent development. The "Intercom" is published in alternate months and disseminates news of legislation, meetings, and special events. Committee work of the Board frequently leads to other publications which are offered for sale.

Scholarships

Endowments have been established to fund two scholarship programs. The May V. Seagoe Scholarship Fund awards scholarships to teachers for advanced studies or projects in the field of gifted education. Student scholarships are awarded for projects undertaken by students who have not yet completed high school. Contributions to the scholarship funds are tax-deductible.

Teacher Certification Program

The CAG Certificate of Completion Program is a comprehensive personalized program to assess what an educator already knows about gifted education and then provide a tailor-made series of experiences to round out that knowledge and increase teaching skills. Applicants have a year to accrue 48 hours of learning experiences. During that time, they will work with an assigned CAG mentor selected specifically for his or her expertise.

Service to Districts

CAG has coauthored a document with the State Department of Education on differentiating the core curriculum to meet the needs of gifted students. Differentiated curricular units have been developed, and demonstration sites throughout the state are improving their programs. CAG assists with training and a stipend. Teacher Institutes are held through-

out California where CAG-trained teachers help local teachers build on these units to construct differentiated curricula for GATE students.

The CAG Board

The Executive Committee is comprised of the President, Vice-President, Treasurer, Secretary, Immediate Past-President, Educator Representative Chair, and Parent Representative Chair. The Board of Directors consists of the Executive Committee, a parent and an educator representative from each of CAG's 11 regions, and appointed committee chairs. Board meetings are held several times a year and are always open to visitors. An executive director in the Mountain View office handles the day-to-day business of the organization.

Educator and Parent Representatives

One educator and one parent representative are elected from each of 11 geographical regions to serve on the CAG Board. The chairs of the two groups are elected by statewide ballot. Both groups meet in conjunction with CAG Board meetings to consider areas of specific interest to educators and parents of gifted children.

OTHER PUBLICATIONS BY CAG

CAG has produced a number of publications addressing various issues related to gifted education. The titles include:

Advocacy in Action: An Advocacy

Handbook for Gifted and Talented Education

Assessing and Identifying Students

Joining Forces: A guide to forming support organizations for gifted and talented children

Meeting the Challenge: A Guidebook for Teaching Gifted Students

Writings on Grouping/Tracking

For prices and ordering information, call the CAG office at 650-965-0653.

EXAMPLES OF CHARACTERISTICS OF GIFTED STUDENTS

The Cognitive Domain

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
Extraordinary quantity of information, unusual retentiveness	To be exposed to new and challenging information about the environment and the culture: aesthetic, economic, political, social aspects To acquire early mastery of basic skills	Boredom with regular curriculum; impatience with "waiting for the group"	Information organized at levels of difficulty with self-checking pretests and post-tests available; and a variety of methods for learning available at each level
Advanced comprehension	Access to challenging curriculum and intellectual peers	Poor interpersonal relationships with less able children of the same age; adults considering children "sassy" or "smart aleck"; a dislike of repetition of already understood concepts	Group discussion on mutually selected topics; work on advanced topics of interest; advanced materials available
Unusually varied interests and curiosity	To be exposed to varied subjects and concerns; to be allowed to pursue individual ideas as far as interests take them	Difficulty in conforming to group tasks; overextending energy levels, taking on too many projects at one time	Mentor program, simulations, learning centers, individual learning packets
High level of language development	Opportunity to encounter and use increasingly difficult vocabulary and concepts	Perceived as a "show off" by children of same age	Edit and publish a book, journal, play, or TV script
High level of verbal ability	To share ideas verbally and in depth	Dominates discussions with information and questions deemed negative by teachers and fellow students; use of verbalism to avoid difficult tasks	Work on projects of student's choosing that involve communication and exchange of opinions in a variety of ways
High level of visual and spatial ability	Opportunities to express ideas visually; to learn integratively	Loses interest in work if limited to linear and sequential modes	Incorporate visual mode in lessons and products
Unusual capacity for processing information	To be exposed to a large variety of ideas at many levels	Resents being interrupted; perceived as too serious; dislikes routine and drill	Projects involving hypothesizing and hypothesis testing, for development of research skills
Accelerated pace of thought processes	To be exposed to ideas at rates appropriate to individual pace of learning	Frustration with inactivity and absence of progress	Brainstorming; speed reading; opportunities for acceleration of content; self-paced instructional materials
Flexible thought processes	To be allowed to solve problems in diverse ways	Seen as disruptive and disrespectful to authority and tradition	Teacher acceptance of unusual products; open-ended assignments; opportunities to examine and/or alter existing patterns physically and mentally

The Cognitive Domain (cont.)

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
Comprehensive synthesis	To be allowed a longer incubation time for ideas	Frustration with demands for deadlines and completion of each level prior to starting a new inquiry	Continuous assessment of progress; individualized deadlines for products
Early ability to delay closure	To be allowed to pursue ideas and integrate new ideas without forced closure or products demanded	If products demanded as proof of learning, will refuse to pursue an otherwise interesting subject or line of inquiry	Presentation of dissonant events for solution; classroom creating climate of respect for ideas; opportunities for reflection
Heightened capacity for seeing unusual and diverse relationships and overall gestalts	To "mess around" with varieties of materials and ideas	Frustration at being considered "off the subject" or irrelevant in pursuing inquiry in areas other than subject being considered; considered odd or weird by others	Unstructured periods of time for exploring materials; teacher acceptance of unusual approaches; use of varied materials
Ability to generate original ideas and solutions	To build skills in problem solving and productive thinking; opportunity to contribute to solution of meaningful problems	Difficulty with rigid conformity; may be penalized for not following directions; may deal with rejection by becoming rebellious	Planning and implementing solutions to community problems
Early differential patterns for thought processing; thinking in alternatives and abstract terms, sensing consequences, making generalizations, and visualizing solutions	To be exposed to alternatives, abstractions, the consequences of choices, and opportunities for drawing generalizations and testing them	Rejection or omission of detail; questions generalizations of others, which may be perceived as disrespectful behavior; considers linear tasks incomplete and boring	Activities promoting the development of inquiry skills; instruction in and opportunities to analyze their own learning processes, communication, and decision making, to compare them with the processes used by peers and adults
Early ability to use and form conceptual frameworks	To use and design conceptual frameworks in information gathering and problem solving To seek order and consistency To develop a tolerance for ambiguity	Frustration with the inability of others to understand or appreciate original organizations or insights; personally devised systems or structure may conflict with procedures of systems later taught	Individual projects integrating knowledge from various areas of life into new divergent, and/or convergent physical and mental structures; designing learning experiences for others Simulations and other activities that emphasize the social cost of various solutions
An evaluative approach toward self and others	To be exposed to people of varying ability and talent and to varying ways of seeing and solving problems To set realistic, achievable shorter-term goals To develop skills in data evaluation and decision making	Perceived by others as elitist, conceited, superior, too critical; may become discouraged from self-criticism; can inhibit attempting new areas if fear of failure is too great; seen by others as too demanding, compulsive; can affect interpersonal relationships as others fail to live up to standards set by gifted individual; intolerant of stupidity	Self-evaluation and cooperative evaluation experiences Instruction and practice in goal setting, goal evaluation Introduction to models of decision making and practice in their use on real problems

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The Cognitive Domain (cont.)

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
Persistent, goal-directed behavior	To pursue inquiries beyond allotted time spans	Perceived as stubborn, willful, uncooperative	Value clarification exercises, self-chosen projects
Intensity	To set and evaluate priorities		

The Affective Domain

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
Large accumulation of information about emotions that have not been brought to awareness	To process the emotional meaning of experience cognitively	Information misinterpreted affecting the individual negatively	Task cards and group discussions based on feelings Awareness exercises
Unusual sensitivity to the expectations and feelings of others	To learn to clarify the expectations of others	Unusually vulnerable to criticism of others; high level of need for success and recognition	Self-esteem development lessons
Keen sense of humor—may be gentle or hostile	To learn how behaviors affect the feelings and behavior of others	Use of humor for critical attack upon others resulting in damage to interpersonal relationships	Role playing and trust circles
Heightened self-awareness, accompanied by feelings of being different	To learn to assert own needs and feelings nondefensively; to share self with others, for self-clarification	Isolates self, resulting in being considered aloof, feeling rejected; perceives differences as a negative attribute resulting in low self-esteem and inhibited growth emotionally and socially	Assertive training activities
Idealism and a sense of justice, which appear at an early age	To transcend negative reactions by finding values to which student can be committed	Attempts unrealistic reforms and goals with resulting intense frustration (suicides result from intense depressions over issues of this nature)	Activities on valuing and character education
Earlier development of an inner locus of control and satisfaction	To clarify personal priorities among conflicting values To confront and interact with the value systems of others	Has difficulty conforming; rejects external validation and chooses to live by personal values that may be seen as a challenge to authority or tradition	Simulations; study of leadership skills
Advanced levels of moral judgment	To receive validation for non-average morality	Intolerance of and lack of understanding from peer group, leading to rejection and possible isolation	Exercises in resolving moral dilemmas
High expectations of self and others, which often lead to high levels of frustration with self, others, and situations	To learn to set realistic goals and to accept setbacks as part of the learning process	Discouragement and frustrations from high levels of self-criticism; maintaining good interpersonal relations as others fail to maintain high standards imposed by gifted individual; immobilization of action	Self-esteem activities

The Affective Domain (cont.)

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
		due to high levels of frustration resulting from situations that do not meet expectations of excellence	
Unusual emotional depth and intensity	To find purpose and direction from personal value system To translate commitment into action in daily life	Unusual vulnerability, has problems focusing on realistic goals for life's work	Opportunities for involvement offered by various community groups Out of classroom opportunity to work with group selected by individual student
Sensitivity to inconsistency between ideas and behavior	To find a vocation that provides opportunity for actualization of student's personal value system as well as an avenue for his or her talents and abilities	Frustration with self and others leading to inhibited interpersonal relationships	Classroom discussion on ethical questions faced by persons in selected careers, and resolutions consistent with the student's value system
Strongly motivated by self-actualization needs	Opportunities to follow divergent paths, pursue strong interests, help in understanding the demands of self-actualization	Frustration of not feeling challenged, loss of unrealized talents	Values clarification exercises and self-esteem activities
Advanced cognitive and affective capacity for conceptualizing and solving societal problems	Encounters with societal problems Awareness of the complexity of problems facing society Conceptual framework for problem solving procedures	Tendency for "quick" solutions, not taking into account the complexity of the problem; young age of gifted person often makes usable alternatives suspect, older, more experienced decision makers may not take the gifted person seriously	Visiting experts and community workers, small group field trips for information Debates, simulations, analysis of real problems
Leadership	Understanding of various leadership styles and practice in leadership skills	Lack of opportunity to use this ability constructively may result in its disappearance from child's repertoire or its being turned into a negative characteristic, e.g., gang leadership	Leadership training groups, creating a government for the group, organizing social, cultural, or curricular programs
Solutions to social and environmental problems	Meaningful involvement in real problems	Loss to society if these traits are not allowed to develop with guidance and opportunity for meaningful involvement	Simulations, planning and implementing programs benefitting segments of the school community or the community at large
Involvement with the metaneeds of society (e.g., justice, beauty, truth)	Exploration of the highest levels of human thought; application of this knowledge to today's problems	Involvement in obscure groups with narrow, perfectionist beliefs	Great Books program, visiting experts, future studies
Global awareness	Exploration of issues related to the world community; awareness of personal talents contributing to world issues; commitment to humanity		Planning and implementing programs related to world community, foreign exchange programs, International Baccalaureate

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The Physical Domain

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
Unusual discrepancy between physical and intellectual development	To appreciate one's physical capacities	Results in gifted adults who function with a mind/body dichotomy, gifted children who are only comfortable expressing themselves in mental activity, and results in limited development both physically and mentally	Sensory awareness activities Body awareness activity Activities to heighten awareness of the pleasures of having a healthy body, and of the means for healthy maintenance
Low tolerance for the lag between one's standards and athletic skills	To discover physical activity as a source of pleasure To find satisfaction in small increments of improvement To engage in noncompetitive physical activities or activities in which the child competes against self	Refuse to take part in any activities where they do not excel, limiting their experience with otherwise pleasurable activities	Physical education offered in a variety of structured, nonstructured, competitive, cooperative, and individual processes
"Cartesian Split" can include neglect of physical well-being and avoidance of physical activity	To engage in activities leading to mind/body integration To develop a commitment to one's own physical well-being To extend this concern to the social and political realm	Detrimental to full mental and physical health; inhibiting to the development of potential for the individual	Invite teachers or advanced students of various physical/philosophical disciplines to visit class and hold demonstrations Instruction in techniques in relaxation and tension reduction

The Intuitive Domain

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
Early involvement and concern for intuitive knowing	Opportunities to converse meaningfully with philosophers and others on these ideas To recognize own intuitive energy and ability Guidance to develop and use intuitive energy and ability	Ridiculed by peers; not taken seriously by elders; considered weird or strange	Small group meetings with experts to discuss and explore phenomena Use of imagery, fantasy, and visualization
Open to experiences in this area; will experiment with intuitive phenomena	Guidance in becoming familiar with, analyzing, and evaluating such phenomena Should be provided an historical approach	Can become narrowly focused toward ungrounded belief systems	Lessons directed to use intuitive energy Discussions of scientific and nonscientific evidence Independent study of brain research and its relationship to intuition
Creativity apparent in all areas of endeavor	Guidance in evaluating appropriate uses of creative efforts	Seen as deviant; becomes bored with more mundane tasks; may be viewed as a troublemaker	Valuing activities dealing with results of the creative process

The Intuitive Domain (cont.)

Differentiating Characteristics	Examples of Related Needs	Possible Concomitant Problems	Examples of Classroom Strategies
Creativity apparent in all areas of endeavor	Encouraging ongoing development of creative abilities		Creativity exercises
Ability to predict; interest in future	Opportunities for exploration of "what if" questions; activities of probability and prediction	Loss of highly valuable human ability	

Note: Adapted from *Growing Up Gifted*, by B. Clark, 1997. Copyright 1997 by Merrill/Prentice Hall. Reprinted by permission of the author.

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JOURNALS

Communicator

The official publication of the California Association for the Gifted, 426 Escuela Avenue, Suite 19, Mountain View, CA 94040. It is published four times a year with each issue based on a theme of interest to parents, teachers, administrators; includes a pull-out sections for students. The journal is a benefit of membership or available by subscription. <http://www.CAGifted.org>.

Gifted Child Quarterly

The official publication of the National Association for Gifted Children, 1707 I. Street N.W., Suite 550, Washington, DC 20036. This scholarly journal, containing articles of interest to graduate students, researchers, and professionals, is a benefit of membership. <http://www.nagc.org>.

Gifted Child Today

Published by Prufrock Press, PO Box 8813, Waco, TX 76714-8813, (800)240-0333. Bimonthly publication for parents and teachers which addresses all areas of gifted education. <http://www.prufrock.com>.

Gifted Education Review

This journal synthesizes current publications, articles, and research on the latest in gifted education. PO Box 2278, Evergreen, CO 80439-2278, (800) 643-2194 or <http://www.peakeduc.com>.

Imagine: Opportunities & Resources for Academically Talented Youth

Imagine is a newsletter for talented students in grades 7-12 and their parents and includes options that will satisfy intellectual curiosity and the need for greater academic challenge. Imagine also provides a forum for student creative writing, book reviews, and evaluations of colleges. It is a product of the Johns

Hopkins University Press, PO Box 19966, Baltimore, MD 21211, (410) 516-6989 or (800) 548-1784. Published by the Study of Exceptional Talent (SET), it is a project of the Center for Talented Youth (CTY). <http://jhunix.hcf.jhu.edu/~setmentr/imagine.html>.

Parenting for High Potential

A new, exciting, and colorful journal designed especially for parents by the National Association for Gifted Children, 1707 I. Street N.W., Suite 550, Washington, DC 20036. A benefit of membership. <http://www.nagc.org>.

Understanding Our Gifted

This is a bimonthly journal addressing the intellectual, social, and emotional needs of gifted youth. Open Space Communication, Inc. 1900 Folsom, Suite 108, Boulder, CO 80308, (800)494-6178 or (303)545-6505.

ASSOCIATIONS

California Association for the Gifted (CAG)

A mission driven, volunteer-administered non-profit organization whose membership of parents and educators works to promote the welfare and appropriate education of gifted students.

426 Escuela Avenue, Suite 19,
Mountain View, CA 94040
(650) 965-0653

Fax (650) 965-0654

Web site - <http://www.CAGifted.org>

National Association for Gifted Children (NAGC)

An advocacy group consisting of parents, professional educators, and affiliate groups from the various states to support gifted education at the national level.

1707 L Street, NW, Suite 550
Washington, DC 20036
(202) 785-4268

Fax (202) 785-4248

Web site - <http://www.nagc.org>

The Association for the Gifted (TAG)

An advocacy group which focuses on the needs of gifted children within the broader range of diverse and special needs children. TAG is a special-interest group of the Council for Exceptional Children.

1920 Association Drive
Reston, VA 22091
(703) 620-3660 or (703) 264-9474

Fax (703) 264-9494

Web site - <http://www.ccc.sped.org>

American Association for Gifted Children (AAGC)

Established in the 1940s, this is one of the oldest advocacy groups for gifted children. This association has a role in the Presidential Scholars program which recognizes 141 outstanding high school graduates each year. AAGC promotes gifted awareness and sup-

port systems primarily through its publications and correspondence.

Duke University, Suite 100
1121 W. Main Street
Durham, NC 27701
(919) 683-1400

Web site - <http://www.jayi.com/aagc>

National Foundation for Gifted and Creative Children

This is a nonprofit foundation that provides free information and guidance to parents and educators of gifted and creative children. Incorporated in 1969, it focuses on the problems of over-prescription of drugs to gifted and creative children.

395 Diamond Hill Road
Warwick, RI 02886
(401) 738-0937

Mensa, Gifted Children Program

This association provides networking sources and advocacy allies.

5304 1st Place, North
Arlington, VA 22203
(703) 527-4293

Supporting the Emotional Needs of the Gifted (SENG)

The mission of SENNG is to improve the quality of life for gifted individuals so that they might appreciate, understand, and enjoy fully the intellectual and emotional talents they possess and the possibilities that lie within themselves.

Kent State University
405 White Hall, PO Box 5190
Kent, OH 44242
(330) 672-4450
Fax (330) 672-2512

Web site -

<http://www.educ.kent.edu/Frames/EFSS/SENG>

World Council for Gifted and Talented Children

This organization works to network educators involved in gifted education around the world.

18401 Hiawatha Street
Northridge, CA 91326
(818) 368-7501
Fax (818) 368-2163
worldgt@earthlink.net

State Organizations

Forty-five states have one or more associations founded to support gifted and talented children and appropriate educational programs. Outside the U.S., there are eleven countries with councils and associations in support of gifted and talented children. To obtain additional names, addresses, and/or Web sites, access the Gifted Resource Home Page at <http://www.eskimo.com/~user/kids.html>.

ORGANIZATIONS AND PROGRAMS

American Mensa, Ltd.

Mensa membership is based on intelligence testing; this organization sponsors meetings and publications.

201 Main Street, Suite 1101

Fort Worth, TX 76102

Web site - <http://www.us.mensa.org>

Beach Center on Families and Disability

Provides easy-to-read booklets, a resource directory, and videos for parents and teachers of children with Attention Deficit Disorder (ADD).

University of Kansas

311 Haworth Drive

Lawrence, KS 66045

(913) 864-7600

Fax (913) 864-7605

College Board - News for Students/Parents

Updated SAT/PSAT, Advanced Placement, and scholarship and college search information.

(609) 771-7243

Web site - <http://www.collegeboard.org>

Education Program for Gifted Youth (EPGY)

Provided by Stanford University, EPGY offers mathematics, physics, and writing courses for gifted youth through a distance learning program (DLP).

Web site - <http://www-csli.stanford.edu/epgy>

Future Problem Solving Program

Teams are presented real-life problems and asked to develop solutions for presentation at state and national levels.

(313) 973 8781 or (800)256-1499

Web site - <http://www.fpsp.org>

Gifted Child Society

This nonprofit organization was founded in 1957 to further the cause of gifted children.

Since then, the Society has served over 40,000 children and their families.

Web site - <http://www.gifted.org>

Institute for the Academic Advancement of Youth (IAAY)

Formally established in 1979, IAAY is dedicated to identifying young people with exceptional abilities and involving them in programs specially suited to their own rate of learning.

Center for Talented Youth (CTY)

Johns Hopkins University

3400 N. Charles Street

Baltimore, MD 21218

(410) 516-0337

Web site - <http://www.jhu.edu:80/~gifted>

International Baccalaureate Organization

This worldwide high school program maintains a North America office.

200 Madison Avenue, Suite 2007

New York, NY 10016

(212) 696-4464

Web site - <http://www.ibo.org>

Model United Nations

A program designed to equip students, grades 6-12 with the unique expertise to represent a country, adopt resolutions, and solve global issues through actual participation in a Model UN Conference.

485 Fifth Avenue

New York, NY 10017-6104

(212) 907-1326

Fax (212) 682-9185

Web site - <http://www.geocities.com/athens/forum/4248/index.htm>

Odyssey of the Mind

This is a worldwide, nonprofit organization that promotes creative team-based problem

solving in grades K-college.
PO Box 547
Glassboro, NJ 08028
Fax (609) 881-3596
Web site - <http://www.odyssey.org>

Orton Dyslexia Society

This organization provides information and support for parents and families of gifted children with learning disabilities.

Chester Building, Suite 382
8600 LaSalle Road
Baltimore, MD 21204
(410) 296-0232

Parents of Gifted and Talented Learning-Disabled Children

This group provides information and support for parents and families of gifted children who also have identified learning disabilities.

2420 Eccleston Street
Silver, MD 20902
(301) 986-1422

TAG Family Network

An organization run by and for parents, it disseminates information, supports parents, and monitors and influences legal issues. Web site -<http://www.teleport.com/~rkaltwas/tag>

TAG/FAM - The Association for the Gifted Family Online Network

This online support community seeks to provide mutual help and support for gifted and talented individuals and their families.

Web site - <http://www.access.digex.net/~king/tagfam.html>

RESEARCH CENTERS

The Educational Resources Information Center (ERIC)

This center is a federally funded, nationwide information network designed to provide ready access to educational literature and research. ERIC, established in 1966, is supported by the National Library of Education, a part of the U.S. Department of Education's Office of Educational Research and Improvement.

The ERIC system WWW Home Page is maintained at the ACCESS ERIC facility. ERIC encompasses the world's largest and most frequently searched education database and a decentralized network of knowledgeable and helpful subject experts. ERIC also maintains an extensive internet presence, including the award-winning AskERIC question-answering service and Virtual Library, the National Parent Information Network, and more than a dozen subject-oriented gopher and World Wide Web sites.

ERIC Publications for Parents, a set of 27 ERIC Parent Brochures which offer concise research-based answers to parents' concerns about their children's education, can be ordered by telephone (800) 328-0272 or online at <http://www.aspensys.com/eric/parent.html>.

The National Research Center on the Gifted and Talented (NRC/GT)

The NRC/GT is based at the University of Connecticut and directed by Dr. Joseph Renzulli. It is a collaborative effort of the University of Connecticut, City University of New York/City College, Stanford University, University of Virginia, Yale University, 52 state and territorial departments of education, over 167 content-area consultants, and stakeholders representing professional organizations, parent groups, and business. Its mission

is to plan, conduct, and report on research about giftedness.

The center is supported by the Jacob K. Javits Gifted and Talented Students Act of 1988, designed to focus national attention on the needs of students with demonstrated or potential talent. This modestly funded program gives priority to efforts to serve gifted and talented students who are economically disadvantaged, speak limited English, or have disabilities.

A complete list of products including new literature for parents entitled, "The Parent-Teacher Conference Packet," can be obtained by telephone at (860)486-4676 or by accessing the Web site at <http://www.ucc.uconn.edu/~wwwgt/nrcgt.html>.

The Institute for Law and Gifted Education

The Institute serves as a clearinghouse for legal issues involving gifted students. Workshops, seminars, and consultations are provided. For information, write to the institute at 909 South 34th Avenue, Hattiesburg, MS 39402.

EDUCATIONAL RESOURCES ONLINE

The Internet provides access to a wealth of information. Without leaving your home or office, you can retrieve valuable information on gifted and talented children including model programs and links to associations, organizations, and other agencies that encourage and support gifted and talented education worldwide.

Step 1

Access the California Association for the Gifted (CAG) Web site at <http://www.CAGifted.org>.

Step 2

Once at CAG's site, click on **Educational Internet Resources**. This opens the electronic door to an assortment of links such as the Gifted Resources Home Page, <http://www.eskimo.com/~user/kids.html>.

The best place to start surfing the Net in search of information about giftedness and gifted education, this regularly updated site contains links to all known online gifted resources, enrichment programs, talent searches, summer programs, gifted mailing lists, and early acceptance programs. It also contains contact information for many gifted associations as well as state and federal programs.

Step 3

Go back to CAG's Web site and click on **Governmental Internet Resources** to find the US Department of Education at <http://www.ed.gov/>.

This comprehensive site provides access to the Department's many resources, including news, program information, staff, online guides and publications, ordering information, and links

to other governmental and educational online resources.

You'll also find the **California Department of Education** at <http://www.cde.ca.gov/>.

Information from the office of the state Superintendent of Education and the State Board of Education, as well as news and advisories, publications, staff directory, organizational chart and the entire educational code are available here. It is also possible to link from this site to County Offices of Education and those California school districts which have developed Web home pages.

Step 4

An additional gifted youth information/research page, with links to many online resources and sites can be reached by exiting the CAG Web page and entering this address in your search box: http://www.yahoo.com/text/education/k_12/Gifted_Youth. This will take you to: **YAHOO Resources for/about Gifted Youth K-12**.

Gifted-Children.com announces the opening of its Web site for parents and teachers of gifted and talented children. Check it out!

FREE AND ALMOST FREE INFORMATIONAL MATERIALS

All of the associations, organizations and programs listed in the previous pages will provide packets of information explaining who they are and what they do. Many have public relations folders for parents describing the work the group is doing and the benefits that will follow once a student or a parent is involved. Some associations such as those listed below have additional free or almost free materials available. Most of the materials are in the public domain and can be freely duplicated and distributed. Others may cost a small amount but can be shared with other parents as needed.

ERIC (Educational Research Information Center) maintains a products list entitled "Clearinghouse on Disabilities and Gifted Education." Thirty-five digests, composed of one or more pages, written by well-known authors are available for \$1 each. The subjects range from gifted identification, appropriate instruction, and learning disabilities to preparing for college. Other sections include Early Childhood and Cultural Diversity. Once a digest is purchased, it can be freely duplicated for educational purposes. The complete list is available either by telephone (800) 328-0272 or online at <http://www.cec.sped.org/ericec.htm>.

NAGC (National Association for Gifted Children) advertises the availability of many free materials described as:

1. Resource sheets for each state that lists contact names and phone numbers at the state department of education, state gifted-education associations, and other schools, universities, and local groups that focus on gifted education.
2. Position papers dealing with issues, policies, and practices that have an impact on the education of gifted and talented stu-

dents. These papers may be helpful when dealing with local boards of education or other decision-making bodies. The NAGC newsletter, *Communique*, periodically publishes such policy statements. These can be viewed at <http://www.nagc.org>.

3. Frequently asked questions, in a new series of general information pamphlets developed in response to questions submitted to NAGC by parents.

If you are interested in a single copy of any of these materials, send a stamped, self-addressed #10 envelope to the NAGC office at 1707 L Street, N.W., Suite 550, Washington, DC 20036.

In addition, multiple copies of the new NAGC magazine, *Parenting for High Potential*, are available to parent-teacher groups, affiliate groups, and staff-development specialists at a rate of \$1 per copy for bulk orders of 50 or more (plus shipping/handling). Call the national office, 202-785-4268, to place an order.

CAG (California Association for the Gifted) periodically has extra copies of their publications available. A sample of the "Intercom" which is a newsletter and event calendar can be obtained by submitting a written request to the CAG office. Past copies of the *Communicator*, the scholarly journal published four times a year, can be ordered for \$3 each. A list of available titles appears in the Publications section of the CAG Web site, <http://www.CAGifted.org> or call 650-965-0653.

ACRONYMS RELATED TO GIFTED EDUCATION IN CALIFORNIA AND BEYOND

AAGC American Association for Gifted Children

AB Assembly Bill, California Legislature

ACE Accelerated College Entrance program based at California State University, Sacramento

ACT American College Test

ADA Average Daily Attendance

AP Advanced Placement (college level courses in high school)

ATS Academic Talent Search, California State University, Sacramento

CAG California Association for the Gifted

CAG/PAC California Association for the Gifted/Political Action Committee

CCR Coordinated Compliance Review

CDE California Department of Education

CEC California Education Code; also referred to as EC or Ed. Code

CEC Council for Exceptional Children

CTY Center for Talented Youth, Johns Hopkins University

DAT Differential Aptitude Test

DEP Differentiated Education Plan

EC Education Code

EPGY Education Program for Gifted Youth, Stanford University

ERIC Educational Resources Information Clearinghouse

GATE Gifted and Talented Education

GCG Gifted Child Quarterly, publication of the National Association for Gifted Children

IAAY Institute for the Academic Advancement of Youth

IASA Improving America's Schools Act

IB International Baccalaureate

IEP Individualized Education Plan

ILP Individual Learning Plan

ISOMATA Idyllwild School of Music and the Arts

LEA Local Education Agency

MESA Minorities in Engineering and Science Activities

NAGC National Association for Gifted Children

NRC/GT National Research Center on the Gifted and Talented

OM Odyssey of the Mind

PSAT Preliminary Scholastic Aptitude Test

Project EASI Easy Access for Students and Institutions

PQR Program Quality Review

SAT Scholastic Aptitude Test

SB Senate Bill, California Legislature

SBCP School-Based Coordinated Program

SCAT School and College Ability Tests

SENG Supporting Emotional Needs of Gifted

SIP School Improvement Program

SOI Structure of the Intellect

SSC School Site Council

SST Student Study Team

TAG Talented and Gifted

TAG/FAM The Association for the Gifted
Family online network

WCGTC World Council for Gifted and
Talented Children

WISC Weschler Intelligence Scale for Children

WRAT Wide-Range Achievement Test

Part III

California Laws and Regulations Pertaining to Gifted Education

EDUCATION CODE, CHAPTER 8

The following is not a complete reproduction of the laws and regulations, but rather includes those segments most directly affecting local district management and classroom teachers. For the complete texts, see your district's official education codes.

Section § 52200. Legislative findings and intent

- a) The Legislature finds and declares that it is in the public interest to support unique opportunities for high-achieving and underachieving pupils in the public elementary and secondary schools of California who are identified as gifted and talented. The Legislature further declares its intent that special efforts be made to ensure that pupils from economically disadvantaged and varying cultural backgrounds be provided with full participation in these unique opportunities.
- b) In addition, it is the intent of the Legislature to improve the quality of existing programs for gifted and talented pupils and to provide for experimentation in the delivery of the programs, including a variety of programmatic approaches and cost levels. It is also the intent of the Legislature to provide for the identification of gifted and talented pupils by individual school districts in a variety of ways so long as this does not serve to diminish the quality of programs for individual pupils.
- c) The Legislature is committed to the belief that programs for gifted and talented pupils should include all of the following:
 - 1) Differentiated opportunities for learning commensurate with the gifted and talented pupil's particular abilities and talents.
 - 2) Alternative learning environments in which gifted and talented pupils can acquire skills and understanding at

advanced ideological and creative levels commensurate with their potentials.

- 3) Elements that help gifted and talented pupils develop sensitivity and responsibility to others.
- 4) Elements that help to develop a commitment in gifted and talented pupils to constructive ethical standards.
- 5) Elements that assist gifted and talented pupils to develop self-generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment.
- 6) Elements that help gifted and talented pupils develop realistic, healthy self-concepts.

Section § 52201. Definitions

- a) "Gifted and talented pupil," as used in this chapter, means a pupil enrolled in a public elementary or secondary school of this state who is identified as possessing demonstrated or potential abilities that give evidence of high performance capability as defined pursuant to Section 52202.
- b) "Program" means an appropriately differentiated curriculum provided by a district for gifted and talented pupils which meets the standards established pursuant to this chapter, and also includes the identification of these pupils.
- c) "Participating pupil" means a pupil identified as a gifted and talented pupil who takes part in a program for at least one semester of a school year.

Section § 52202. Defining abilities that evidence high performance capability

Each district shall use one or more of the following categories in defining the capability: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent; or any other criteri-

on that meets the standards set forth by the State Board of Education pursuant to Section 52203. Each governing board shall also consider identifying as gifted or talented any pupil who has transferred from a district in which he or she was identified as a gifted and talented pupil.

Section § 52206. Program approaches: minimum time; academic component

The governing boards of school districts that provide programs pursuant to this chapter may establish programs for gifted and talented pupils consisting of special day classes, part-time grouping, enrichment activities, cluster grouping, independent study, acceleration, postsecondary education opportunities, and other program approaches as proposed by the governing board and consistent with the regulations of the State Board of Education. If the district establishes any of these programs, the district shall provide them to identified pupils for an amount of time each week that shall average a minimum of one class equivalent to 200 minutes per week for 30 weeks of the school year. The time requirements may be waived upon approval of the State Board of Education.

Each participating governing board shall determine the most appropriate curricular components for participating pupils within its district.

For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the performing and visual arts, each participating governing board shall concentrate part of its curriculum on providing participating pupils with an academic component and, where appropriate, with instructions in basic skills.

Section § 52208. Program assessment; parent participation

The governing board of each school district providing programs pursuant to this chapter shall: (1) conduct an annual assessment of the program; and (2) develop procedures that

assure the ongoing participation of parents of gifted and talented pupils in the planning and evaluation of programs funded pursuant to this chapter.

Section § 52212. Application for program approval; records; responsible person

Each applicant school district shall submit an application for approval for a proposed program for gifted and talented pupils to the State Board of Education.

Each participating governing board shall maintain auditable records.

Each applicant school district shall designate, in its application to the State Board of Education, a person with responsibility for the development, identification procedure, and implementation of the local program for gifted and talented pupils, fiscal management, and the collection of auditable records for the independent evaluation.

TITLE 5 GIFTED AND TALENTED PUPIL PROGRAM

Chapter 3. Standards Used for Identification of Gifted and Talented Pupils

3820. Method of Identification

The school district shall have the responsibility for the development of a method for the identification of pupils as gifted and talented. The method of identification shall be included in the application and shall conform to these general principles:

- a) Standards shall ensure the identification of pupils who possess a capacity for excellence far beyond that of their chronological peers.
- b) Methods shall be designed to seek out and identify those pupils whose extraordinary capacities require special services and programs.
- c) Provision shall be made for examining a pupil's range of capacities.
- d) Methods and techniques of identification shall generate information as to a pupil's capacities and needs.
- e) There shall be equal opportunity to be identified in the categories served.
- f) Methods shall be designed to seek out and identify gifted and talented pupils from varying linguistic, economic, and cultural backgrounds.

3822. Categories for Identification

Each district shall use one or more of these categories in identifying pupils as gifted and talented. In all categories, identification of a pupil's extraordinary capability shall be in relation to the pupil's chronological peers.

- a) Intellectual Ability: A pupil demonstrates extraordinary or potential for extraordinary intellectual development.
- b) Creative Ability: A pupil characteristically:
 - 1) Perceives unusual relationships among aspects of the pupil's environment and among ideas;

- 2) Overcomes obstacles to thinking and doing;
- 3) Produces unique solutions to problems.
- c) Specific Academic Ability: A pupil functions at highly advanced academic levels in particular subject areas.
- d) Leadership Ability: A pupil displays the characteristic behaviors necessary for extraordinary leadership.
- e) High Achievement: A pupil consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.
- f) Visual and Performing Arts Talent: A pupil originates, performs, produces, or responds at extraordinarily high levels in the arts.
- g) Any other category which meets the standards set forth in these regulations.

Chapter 4. Minimum Standards for Programs

Article 1. General

3831. General Standards

The following general standards apply to all types of gifted and talented programs:

- a) Unique opportunities for high-achieving and under-achieving pupils who are identified as gifted and talented shall be provided.
- b) Districts shall make provisions for ensuring participation of pupils in the upper range of intellectual ability.
- c) Districts shall make provisions for ensuring full participation of pupils from disadvantaged and varying cultural backgrounds.
- d) The quality of existing programs for gifted and talented pupils shall be maintained and/or improved.
- e) Experimentation with a variety of programmatic approaches and cost levels shall be encouraged.
- f) Written consent of a parent, guardian, or other person having actual custody and

control of the pupil shall be on file with the district prior to the pupil's participation in the program.

- g) The district program shall meet the specific needs and requirements, as specified in Education Code Section 52220(c), of gifted and talented pupils. Academic components shall be included in all program offerings.
- h) The district program shall reflect the assessed needs of its identified pupils.
- i) All identified gifted and talented pupils shall have an opportunity to participate in the gifted and talented program.
- j) The district shall develop a written plan for the district program which shall be available for public inspection. The written plan shall describe the appropriately differentiated curricula for identified gifted and talented pupils as well as specify the methods used to examine the appropriateness of the identified pupil's total educational experience including articulation with other specifically funded programs which serve gifted and talented pupils. The plan shall include:
 - 1) The purposes of the program, including the general goals and specific objectives which pupils are expected to achieve;
 - 2) The rationale for the district's method of identification of gifted and talented pupils;
 - 3) Where appropriate, procedure for the consideration of the identification and placement of a pupil who was identified as gifted or talented in the district from which the pupil transferred;
 - 4) The services to be rendered and the activities to be included for pupils participating in special day classes, receiving special services, or participating in special activities for an amount of time as specified in Education Code Section 52206;
 - 5) Plan for evaluating the various components of the program. Evaluation shall include an annual review of pupil progress and of the administration of the program;
 - 6) Procedures for modifying the district gifted and talented program on the

basis of the annual review;

- 7) A staff development plan based upon a needs assessment which includes specification of requisite competencies of teachers and supervisory personnel;
- 8) Procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the district program;
- 9) A procedure to inform parents of a pupil's participation or nonparticipation in the gifted and talented program;
- 10) An objective related budget.

Article 2. Types of Programs

3840. Special Day Classes and Special Services or Activities

All program options shall be in compliance with applicable state and federal regulations. Programs may consist of:

- a) A "Special Day Class" for gifted and talented pupils consists of one or more classes (as defined in Education Code Section 51016) totaling a minimum school day where each of the one or more classes meets the following requirements:
 - 1) It is composed of pupils identified as gifted and talented.
 - 2) It is especially designed to meet the specific academic needs of gifted and talented pupils for enriched or advanced instruction and is appropriately differentiated from other classes in the same subjects in the school.
 - 3) It is taught by a teacher who has specific preparation, experience, personal attributes, and competencies in the teaching of gifted children.
- b) Part-time Grouping: Pupils attend classes as defined in Education Code Section 51016 or seminars which are organized to provide advanced or enriched subject matter for a part of the school day. These classes are composed of identified gifted and talented pupils.
- c) Enrichment Activities: Pupils remain in their regular classrooms but participate in supplemental educational activities planned to augment their regular educational programs. In these supplemental educational

activities, the pupils use advanced materials and/or receive special opportunities from persons other than the regular classroom teacher.

- d) Cluster Grouping: Pupils are grouped within a regular classroom setting and receive appropriately differentiated activities from the regular classroom teacher.
- e) Independent Study: Pupils are provided with additional instructional opportunities through either special tutors or mentors, or through enrollment in correspondence courses specified in Education Code Section 51740 and Section 1633 of this title. These opportunities shall be supervised by a certificated person employed by the pupil's school district.
- f) Acceleration: Pupils are placed in grades or classes more advanced than those of their chronological age group and receive special counseling and/or instruction outside of the regular classroom in order to facilitate their advanced work.
- g) Postsecondary Education Opportunities: High school pupils for a part of the day attend classes conducted by college or community college or participate in College Entrance Examination Board Advanced Placement programs. When needed, the high school shall provide books and supplies.
- h) Services for Underachieving Gifted and Talented Pupils: Pupils receive services designed to assist them in developing basic skills needed to overcome, as soon as possible, their underachievement and to enable them to achieve in their academic classes at levels commensurate with their individual abilities. This shall not preclude their participation in other program options.
- i) Services for Linguistically Diverse, Culturally Divergent and/or Economically Disadvantaged Gifted and Talented Pupils: Pupils receive services designed to assist them to develop their potential to achieve at the high levels commensurate with their abilities. This shall not preclude their participation in other program options.
- j) Other: Pupils participate regularly, on a planned basis, in a special counseling or

instructional activity or seminars carried on during or outside of the regular school day for the purpose of benefitting from additional educational opportunities not provided in the regular classroom in which the pupils are enrolled.

- k) Other services or activities approved 90 days in advance by the Superintendent of Public Instruction.

SCHOOL-BASED EDUCATION CODE

Article 3. School Plans

§ 52851. Application for funds without complying with certain chapter provisions or regulations

- a) A school district and school may apply to receive funds allocated pursuant to Article 4, Chapter 8, without complying with the provisions of those statutes or the related California Administrative Code regulations, provided that the school and school district meet the criteria established in this article.

§ 52852. School site council; composition

A school site council shall be established at each school which participates in school-based program coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by the parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a).

Existing schoolwide advisory groups or school support groups may be utilized at the school

site council if those groups conform to this section.

An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's or guardian's employment, is not disqualified by virtue of this employment from serving as a parent representative on the school site council established for the school that his or her child or ward attends.

§ 52852.5 Duties of governing board of school district

- c) Ensure that funds coordinated pursuant to this article are used to supplement, not supplant, existing state and local fiscal efforts and that schools which receive the funds shall have base expenditures comparable to nonparticipating schools.

§ 52853. Contents of school plan; annual review or modification; new budget

The school site council shall develop a school plan which shall include:

- a) Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each pupil.
- b) Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking pupils, including instruction in a language these pupils understand; educationally disadvantaged pupils; gifted and talented pupils; and pupils with exceptional needs.
- c) A staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs. Staff development programs may include the use of program guidelines that have been developed by the superintendent for specific learning disabili-

- ties, including dyslexia, and other related disorders. The strategies included in the guidelines and instructional materials that focus on successful approaches for working with pupils who have been prenatally substance exposed, as well as other at-risk pupils, may also be provided to teachers.
- d) Ongoing evaluation of the educational program of the school.
 - e) Other activities and objectives as established by the council.
 - f) The proposed expenditures of funds available to the school through the programs described in Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school through the programs described in Section 52581 shall include, but not be limited to, salaries and staff benefits for persons providing services for those programs.

The school site council shall annually review the school plan, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities.

§ 52854. Time during regular school year to advise students or conduct staff development programs

A school site council may request, as part of its school plan, the provision of time during the regular school year to advise students or conduct staff development programs and receive full average daily attendance reimbursement under the provisions of Section 46300. That time shall not exceed eight days each year for each participating staff member.

§ 52857. Portion of grant under gifted and talented pupil program to be included in school budget

The district governing board shall determine the portion of the district's grant pursuant to Chapter 8 (commencing with Section 52200) of Part 28 that shall be allocated to the school for inclusion in the school budget developed pursuant to subdivision (f) of Section 52853.

Part IV

Recommended Readings

RECOMMENDED READINGS FOR PARENTS BY THE CALIFORNIA ASSOCIATION FOR THE GIFTED

The references included here are by no means inclusive; they have been chosen because they are reflective of the most recent research, are classics, or are especially useful to parents who have been involved over time in the field of gifted and talented education.

Adderholdt-Elliott, M. (1987). *Perfectionism: What's so bad about being too good?* Minneapolis: Free Spirit Publishing. This book is intended to be read by students, ages 13 and up, but is also an excellent resource for parents. It has an easy reading style and built-in activities.

Alvino, J. (1996). *Parents' guide to raising a gifted child: Recognizing and developing your child's potential from preschool to adolescence*. New York: Ballantine. Although academic abilities have always been important in determining whether your child is gifted, talents, leadership qualities, and curiosity are just as vital. A special section on computers in your child's life is included.

Baum, S., Owen, S., & Dixon, J. (1991). *To be gifted and learning disabled: From definitions to practical intervention strategies*. Mansfield Center, CT: Creative Learning Press. This book addresses the needs of a very special group of youngsters—the gifted learning disabled. These children exhibit extraordinary talents or strengths in some areas and disabling weaknesses in others. Information on learning styles, motivation, mentors, and various other program strategies for all grade levels are included.

Berger, S. (1994). *College planning for gifted students*. Reston, VA: The Council for Exceptional Children. This work includes a step-by-step guide to defining goals and applying to colleges as well as information regarding test taking and financial aid.

Bireley, M. (1996). *Crossover children: A source book for helping children who are gifted and learning disabled*. Reston, VA: Council for Exceptional Children. This helpful, encouraging book explains how to select, adapt, and implement appropriate strategies to deal with social, behavioral, and enrichment needs of gifted/LD learners; it also offers suggestions for life after high school.

Campbell, J. (1995). *Raising your child to be gifted: Successful parents speak!* Cambridge, MA: Brookline Books. Based on research with parents of more than 10,000 gifted children around the world, this book provides easy-to-follow recipes for working with your child; it contains specific, concrete recommendations and suggestions.

Clark, B. (1997). *Growing up gifted* (5th ed.). Columbus, OH: Merrill, Prentice Hall. This publication provides a comprehensive overview of all aspects of giftedness from identification to special problem areas. It can be read in segments rather than as a whole when looking for specific areas of interest. Considered a classic in the field, it is appropriate for both parents and educators.

Cohen, L., & Frydenberg, E. (1996). *Coping for capable kids: Strategies for students, parents and teachers*. TX: Prufrock Press. Based on years of extensive research and experience, this comprehensive guide provides helpful coping strategies for gifted children who are faced with problems such as perfectionism, depression, anxiety, and high levels of stress. Time management and goal setting are among the solutions.

Colangelo, N., & Davis, G. (1997). *Handbook of gifted education* (2nd ed.). Boston: Allyn & Bacon. An update of the latest thinking of eminent authors of research in gifted

education. This book is a scholarly handbook and a sound resource for both educators and parents.

Delcourt, A., Loyd, B., Cornell, D., & Goldberg, M. (1997). *Evaluation of the effects of programming arrangements on student learning outcomes*. Storrs, CT: The National Research Center on the Gifted and Talented. This research monograph analyzes the effectiveness of four popular grouping arrangements used in gifted education programs: Within-Class, Pull-Out, Separate Class and Special School.

Delisle, J. (1987). *Gifted kids speak out*. Minneapolis: Free Spirit Publishing. Gifted students talk about school, friends, and families in 6,000 surveys collected by the author.

Delisle, J. (1992). *Guiding the social and emotional development of gifted youth*. New York: Longman. This is a practical guide with topics on a wide range of social and emotional issues that affect student learning. It includes practical suggestions and specific examples.

Delisle, D., & Delisle, J. (1997). *Growing good kids*. Minneapolis: Free Spirit Publishing. Creative and fun activities build students' skills in problem solving, decision making, etc., while promoting self-awareness, character development, and service to others. Useful for both teachers and parents.

Dreikurs, R., & Soltz, V. (1990). *Children: The challenge*. New York: Plume, Penguin Group. Originally published in 1964 and now available in paperback and hard cover, this is a "must book"! It offers the basic principles and techniques for encouraging development of a responsible child. Numerous examples of creative, good sense solutions to common childrearing problems are provided. Parents will see many examples of themselves and their children in this book.

Dunn, R. (1992). *The giftedness in every child: Unlocking your child's unique talents,*

strengths and potential. New York: John Wiley and Sons. This guidebook shows parents how to recognize and nurture their children's gifts and talents from birth to adolescence.

Elchouss, M. (1989). *Why can't anyone hear me? A guide for surviving adolescence*. Sepulveda, CA: Monroe Press. An easy to understand guide for removing communication barriers and improving relationships.

Feldhusen, J. (1985). *Toward excellence in gifted education*. Denver: Love Publishing Co. An outstanding primer on gifted education, the book highlights and discusses most of the key issues in this field. It clearly and succinctly explains the terms and concepts that may confuse parents such as scope and sequence and program articulation. This book can improve parents' ability to effectively interact with educators implementing gifted programs; it can also greatly assist schools that are beginning to establish programs for gifted students.

Galbraith, J. (1984). *The gifted kids survival guide: For ages 10 and under*. Minneapolis: Free Spirit Publishing. This guide includes tips for making school more challenging and interesting.

Galbraith, J., & Delisle, J. (1996). *The gifted kids survival guide: A teen handbook*. Minneapolis: Free Spirit Publishing. A new and improved survival guide featuring new facts, findings, and insights about giftedness, school survival, school success, planning for the future, and much more.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books. This book is what it says it is—a discussion of Gardner's theories about intelligence, including some very important reconceptualizations. Because his differs from many other voices in research on intelligence and intelligence testing, it is helpful to be familiar with Gardner's ideas about the several intelligences he describes.

Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books. Drawing on groundbreaking research on the brain and behavior, Goleman shows the factors at work when people of high IQ flounder.

Halsted, J. (1995). *Some of my best friends are books: Guiding gifted readers from preschool to high school*. AZ: Gifted Psychology Press (formerly Ohio Psychology Press). Halsted is a librarian who attempts to bring gifted children and books together. Her annotated bibliography lists over 160 books recommended for gifted children, organized by age levels and topics of interest.

Heacox, D. (1991). *Up from underachievement*. Minneapolis: Free Spirit Publishing. This is a very practical treatment of the topic with guides for all involved: teachers, students, parents. It includes surveys and organizational worksheets.

Hoge, R., & Renzulli, J. (1991). *Self-concept and the gifted child*. Storrs, CT: The National Research Center on the Gifted and Talented. The researchers explore whether or not gifted students differ in self-concept from others, if labeling makes a difference, and the impact of specialized separate instruction.

Johnson, N. (1990). *Faces of giftedness*. OH: Pieces of Learning. The author explores 22 topics from discipline to parenting, learning styles, identifying and responding to gifted children, and thoughts about gifted girls. A video, *Parenting Skills for the 90's: Your Gifted Child*, is also available. This 90-minute video addresses characteristics of the gifted, the joys and frustrations of having a gifted child, and communication skills for positive interaction with gifted learners.

Karnes, F., & Marquardt, R. (1991). *Gifted children and legal issues in education: Parents' stories of hope*. AZ: Gifted Psychology Press (formerly Ohio Psychology Press). This book contains basic information about advocacy for gifted children and describes thirteen legal cases about families

involved in debates over early admission, proper instruction, and high school credits.

Karnes, F., & Marquardt, R. (1991). *Gifted children and the law: Mediation, due process and court cases*. AZ: Gifted Psychology Press (formerly Ohio Psychology Press). The authors present a comprehensive collection of court cases involving gifted education and provide information about due process and mediation. This resource addresses questions such as "What are the rights of gifted children?" and "How can parents ensure due process?"

Kerr, B. (1994). *Smart girls too*. AZ: Gifted Psychology Press (formerly Ohio Psychology Press). A 20-year follow-up of the women in *Smart Girls, Gifted Women*, the author's earlier book. This book is a must for anyone who is involved in the lives of gifted girls.

Lewis, D. (1981). *How to be a gifted parent*. New York: Norton. Lewis offers practical principles and constructive concepts designed to cultivate curiosity and confidence. Dr. Lewis primarily speaks to parents of children from birth to five years. He emphasizes the value of assisting children to work through problems. Also included are techniques for meeting the special stressful needs of parents of these preschool gifted children.

Leonhardt, M. (1995). *Keeping kids reading: How to raise avid readers in the video age*. New York: Crown Books. This practical guide shows parents how to identify their children's "reading pathways" and find effective ways to encourage their children to become avid readers. The author provides recommended reading lists for children of all ages and addresses common questions often asked by teachers and parents.

Maker, J., & Schiever, E. (1989). *Defensible programs for gifted students from underserved populations: Cultural and ethnic minorities*. Austin, TX: Pro-Ed. This is a collection of writings dealing with specific problems of giftedness within minority groups

including Hispanics, African Americans, and Native Americans.

Milgram, R. (1991). *Counseling gifted and talented children*. Norwood, NJ: Ablex. Since the 1930s there has been an awareness of the need for differentiated guidance for the gifted. This book emphasizes the major role of parents in the development of their gifted children; it also stresses career education guidance.

Olenchak, F. (1996). *They say my kid's gifted: Now what?* Washington, DC: National Association for Gifted Children. This easy-to-use guide provides parents with information and strategies for dealing with the educational bureaucracy after their child has been identified as gifted and talented; it is designed for parents of children ages 5-14.

Packer, A. (1992). *Bringing up parents: The teenager's handbook*. Minneapolis: Free Spirit Press. Straight talk, specific suggestions, lots of ideas, and laughs—that's what you'll find in this book; designed for teenagers who want to help their parents.

Perry, S. (1990). *Playing smart*. Minneapolis: Free Spirit Publishing. This is a very readable work that includes specific projects and activities for the family.

Pipher, M. (1994). *Reviving Ophelia: Saving the selves of adolescent girls*. New York: Ballantine Books. An eye-opening look at the everyday dangers of being young and female and how adults can help.

Platt, J. (1991). *Life in the family zoo*. Roseville: Dynamic Training. An effective resource that shows parents how to provide heavy doses of encouragement if they want to improve the quality of life at home as well as in society.

Radencich, M., & Schumm, J. (1997). *How to help your child with homework: Every caring parent's guide to encouraging good study*

habits and ending the homework wars. Minneapolis: Free Spirit Publishing. This invaluable guidebook shows parents how to put an end to homework battles and find ways to improve their children's study habits and school performance.

Ross, P. (1993). *National excellence: A case for developing American's talent*. Washington, DC: U.S. Government Printing Office. This contains the latest report about the "quiet crisis" that continues in the education of our top students.

Rimm, S. (1990). *How to parent so children will learn*. Watertown, WI: Apple Publishing. Dr. Rimm suggests and discusses some basic, common sense themes that can make significant differences in effective parenting; based on her work at the Family Achievement Clinic.

Rimm, S. (1994). *Keys to parenting the gifted child*. Barrons Educational Series. This is a brief overview of gifted children's traits. It includes tips for selecting preschool and kindergarten programs.

Rimm, S. (1995). *Why bright kids get poor grades*. New York: Crown Publishers. This is an undated version of Rimm's earlier work, *Underachievement Syndrome*. It includes descriptions of different types of underachievers, causes of underachievement, and a six-step program for reversing underachievement.

Roeper, A. (1996). *Selected writings and speeches*. Minneapolis: Free Spirit Publishing. This author has touched countless numbers of children, parents, and educators in her lifetime. The 22 articles, essays, and speeches in this collection span her distinguished career to date, reveal her evolving philosophy, and express her view of education as the vehicle for self-actualization within the reality of global interdependence.

Saunders, J. (1991). *Bringing out the best: A resource guide for parents of young gifted*

children. Minneapolis: Free Spirit Publishing. This guide includes hundreds of ways to promote creativity and intellectual development as well as suggestions for advocacy.

Schmitz, C., & Galbraith, J. (1985). *Managing the social and emotional needs of the gifted: A teacher's survival guide*. Minneapolis: Free Spirit Publishing. This is a very readable and practical work. It recognizes the many demands on the teacher's time and provides strategies to overcome obstacles.

Shelov, S., & Kelly, J. (1991) *Raising your type A child: How to help your child make the most of an achievement-oriented personality*. New York: Simon & Schuster. This book provides help in understanding the super-achiever, the critic, and the hurried child. Ideas for setting goals, teaching values, and managing the high-strung temperament are included.

Silverman, L. (1993). *Counseling the gifted and talented*. Denver: Love Publishing. This book is comprised of chapters by various authors on understanding giftedness, the counseling process, gifted students at risk, multicultural counseling, social development, leadership, and gender issues.

Smutny, J., Veenker, K., & Veenker, S. (1989). *Your gifted child: How to recognize and develop the special talents in your child from birth to age seven*. New York: Facts on File. This practical source book covers topics such as language development, creativity, and how to choose schools. It includes a developmental checklist.

Sonna, L. (1990). *The homework solution: Getting kids to do their homework*. Charlotte, VT: Williamson Publishing. The author shows parents how to recognize homework problems, understand why they exist, set up a successful program that involves the whole family, and communicate with teachers

Takacs, C. (1986). *Enjoy your gifted child*. Syracuse, NY: Syracuse University Press. The

author provides insights into giftedness as it applies to parents and adults who have had contact with a gifted child.

Tannenbaum, A., & Newman, E. (1980). *Somewhere to turn: Strategies for parents of gifted and talented children*. New York: Teachers College Press, Columbia University. Though much attention is given to forming parent advocacy groups, substantial information is included that is directly relevant to parenting gifted children. Intellectual enrichment and emotional development techniques are included.

Walker, S. (1991). *The survival guide for parents of gifted kids*. Minneapolis: Free Spirit Publishing. In addition to background information regarding the nature of giftedness, this work contains many "how to" guidelines for interacting with gifted children and advocating for them.

Warren, S. (1990). *Parents' guide to teachers of the gifted — Teachers' guide to parents of the gifted*. Unionville, NY: Royal Fireworks Press. This outstanding book shows parents how to educate themselves about their child's gifted program and learn how to effectively discuss issues with their child's teacher. The second part of this resource offers suggestions to teachers about understanding and communicating with parents of gifted children.

Webb, J. (1982). *Guiding the gifted child: A source book for parents and educators*. AZ: Gifted Psychology Press (formerly Ohio Psychology Press). This easy to read book is packed with practical information and suggestions to help understand gifted children and counsel them throughout the growing up years.

Whitmore, J. (1980). *Giftedness, conflict, and underachievement*. Boston: Allyn and Bacon. The author makes a case for early identification of underachievers and understanding of the problems involved, and recommends strategies for intervention.

Whitmore, J., & Maker, C. J. (1985). *Intellectual giftedness in disabled persons*. Rockville, MD: Aspen. The authors explore the impact of disability on giftedness and include case studies of people in various areas of disability.

Wright, L. (1980). *Parent power: A guide to responsible child rearing*. New York: William Morrow and Co. Delightfully intimate and entertaining, this book describes in a practical, clear fashion professionally proven principles that parents may use to enhance their children's growth. Parent power is the catalyst for encouragement, love, trust, worth, and responsibility.

Part V

CAG Position Statements: A Glossary

CAG POSITION STATEMENTS: A GLOSSARY

The California Association for the Gifted has developed this Glossary to:

- communicate and extend understanding of the many terms used to describe general and gifted education.
- establish common definitions of terms to facilitate better discussion and debate about the implications of these terms for gifted.
- enhance the ability of advocates for the gifted to be more conversant about the population they are serving.

This glossary has been designed to present information in this way:

Term	Word or phrase
Definition	The accepted meaning of the term as it relates to both general and gifted education
Implications	The issues, concerns, and considerations of the term as it is applied specifically to gifted students and gifted education

Ability Grouping

Grouping students by need, interest, or ability. Groups can be formed and reformed to meet varied instructional purposes. All students need to participate in both homogeneous and heterogeneous grouping patterns. Ability grouping is not synonymous with "tracking."

CAG advocates the flexible grouping of gifted students. They need to be in groups with other gifted students for some part of their educational program. Ability grouping may take many forms beneficial to gifted learners. (See also Heterogeneous/Homogeneous Grouping and Tracking.)

Academic Excellence

Expecting each student to work at maximum level toward a set of external standards as defined by state, district, and/or school. Learning and performing for each student should be at a challenge level commensurate with each student's skills and developed abilities.

The standards of excellence and appropriate challenge for gifted learners should be defined by their abilities and needs, as well as the expectations held for them by experts in various fields, educators, parents, and the community.

Accelerated Learning

Pacing students through the curriculum at a rate commensurate with their advanced ability, allowing them to go as far and as fast as they want to go.

CAG supports the use of full- or part-time acceleration as effective methods to meet the needs of gifted learners. Skipping grades and compacting the curriculum by eliminating content the student has already mastered are among a variety of methods which allow for expansion of curriculum for gifted students in a non-traditional pattern.

Advanced Placement

A program in which a secondary student can gain college credit and/or advanced college placement. Advanced placement is obtained

by successfully meeting criteria established by higher education institutions on a nationally given and scored Advanced Placement examination.

CAG supports Advanced Placement opportunities as one method to meet the needs of gifted and other able learners.

Affective Learning

Incorporating into the curriculum opportunities for students to address values, attitudes, and appreciations of self and others.

CAG supports the development of the whole child. In addition to academic opportunities, guidance services should be provided for the gifted to meet their psychological and social needs.

At-Risk

Students who may underachieve or who may drop out of school. Unmet economic, physical, emotional, linguistic, and/or academic needs may inhibit a student's ability to learn or attend school.

That a gifted student may also be an at-risk student is being more widely recognized. (See also Underachieving.)

Authentic Assessment

Process of evaluating student learning using student products or performance instead of traditional standardized tests. It allows students to be evaluated with regard to their individuality and creativity.

CAG supports authentic assessment practices for gifted students. (See also Portfolio Assessment, one method of authentic assessment.)

Categorical Program

A special-purpose program funded with grants from the state and/or federal government. Funds from the grant must be spent for purposes (specific goals) defined in statutes by the state and/or federal government.

Gifted are among the groups of children for whom special programs have been earmarked at both the state and federal level. Other categorical programs serve low-income families, the handicapped, and the limited English speaking. Some gifted students may be served by one or more of these other categorical programs.

Cluster Grouping

A method for organizing a heterogeneous classroom by assigning students with similar needs, interests, and/or abilities to the same classroom.

As the percentage of gifted students in a heterogeneous classroom increases, cluster grouping becomes beneficial to the gifted. It provides for the gifted child to work during the academic day with other gifted students who share similar needs, interests, and abilities.

Collaborative Learning

A teaching strategy whereby students are expected to share expertise and effort in order to create a common project/product.

Gifted children need opportunities to share responses with other students of like abilities and/or interests in order to improve and extend their understandings and skills. (See also Cooperative Learning.)

Constructivism

This view of learning is based on the premise that all learners make sense of (construct) their worlds by synthesizing new experiences with what they already know and understand. Hence, students create as well as consume knowledge.

A constructivist teacher poses meaningful, open-ended questions; uses rich, primary-source materials; and demands quality evidence of student learning. In a constructivist classroom, students are encouraged to collaborate, problem solve, and learn autonomously with work that is personally relevant.

CAG supports the basic premise of constructivism; however, the principles of constructivism should not be misused to lower standards or eliminate ability grouping and the pursuit of individual learning.

Content/Process/Product

The elements of curriculum. Content is the subject matter. Process is the skill included in the curriculum. Product is the output of learning or form of communication such as writing, illustrating, performing, debating, etc.

Gifted students need differentiated content, process, and product. For optimum learning for GATE students, the product should be flexible, the content must be extended in depth and complexity, and the processes should emphasize creativity, problem solving, and critical thinking.

Cooperative Learning

The practice of assigning a common task and/or project to a group of students with varying ability levels often reflecting the full range of student achievement and aptitude. The purpose of such learning is to prepare students to live in a democratic society; to help them understand group membership and group dynamics; and to allow them to practice both leadership and follower skills.

CAG supports cooperative learning in some circumstances, but cautions against misuse of the process. Misuse of the process occurs when gifted children are assigned to help others learn rather than being allowed to advance at their own faster pace. (See also Collaborative Learning.)

Core Curriculum

The common knowledge and skills to be learned by all students of a particular grade as determined and specified by a local school district. The California State Department of Education specifies reading, writing, mathematics, history-social science, and science to be core curriculum. The state frameworks

provide guidance to a local district in its decision-making process.

CAG believes gifted students must have opportunities that are differentiated from the core curriculum to meet their educational needs. A challenging curriculum for the gifted may require going beyond grade level expectations. CAG believes that appropriately differentiated opportunities for the gifted can enhance the educational experience for all students.

Creativity

The human attribute of constructive originality. It is the process of combining what exists into something new. The something new could be procedure, idea, or product relative to the individual. Creativity needs to be nurtured in students to develop the abilities necessary to affect our society with new ideas and solutions to problems.

Creativity is one of the identification and program categories designated by GATE law. Fostering creativity should be part of all GATE curricula.

Critical Thinking

The development of analytical thinking for purposes of decision making. This includes using specific attitudes and skills such as analyzing arguments carefully, seeing others' points of view, and reaching sound conclusions.

Curriculum for gifted must include opportunities to practice critical thinking in conjunction with subject matter acquisition and content mastery. (See also Content/Process/Product.)

Curriculum Compacting

A process used to give students validation for what they already know. It allows students who demonstrate mastery to omit portions of assigned curriculum, or to move more quickly through curriculum than would be typical. Students are thus able to "buy time" which

can be used to accelerate content or to pursue enrichment activities while the unit is being taught to other students.

CAG supports the use of curriculum compacting as one means of providing appropriate programming for advanced students. It is important, however, that the "time bought" be used by students to pursue their studies in greater depth and complexity, and to further their own educational goals. Students should not be expected to use the extra time by serving as teachers' helpers, in tutoring less advanced classmates, or in doing repetitive work already mastered.

Differentiation

Adapting the curriculum to meet the unique needs of learners by making modifications in complexity, depth, and pacing. It may include selecting, rather than covering all, the curriculum areas dependent on the individual needs of students.

CAG believes that curriculum should be differentiated for all students and that in all classrooms there should be multiple paths for success. The major purpose of GATE differentiation is to challenge the advanced learner. Contemporary educational ideas such as authentic assessment, collaborative learning, whole language, ungraded curriculum, or thematic interdisciplinary curriculum are not differentiated within themselves, but they can facilitate differentiation for the gifted.

Elitist

Advocating the selection and treatment of people as superior in some way and therefore favored.

CAG believes that promoting challenging programs for gifted students should not be equated with elitism. CAG rejects the idea that providing differentiated learning experiences to gifted students is discriminatory, or that such experiences are a means of separating the gifted from, and/or valuing the gifted above, other types of students. Good gifted programs help students not only fulfill their

academic potential, but help them appreciate the contributions and diversity of others.

Enrichment

Activities that supplement the core curriculum. Such activities are generally not specified in the curriculum and are selected by the teacher and/or students in a given classroom.

CAG believes that enrichment opportunities such as field trips, special speakers or demonstrations, special projects, community involvement or enrichment materials such as computers, reference materials, literature books, and arts materials should be provided for all students. Funds from all categorical programs in California serving "targeted" groups of students, including School Improvement funds, may be used for these purposes. Such activities or material acquisitions do not constitute a gifted program or a differentiated curriculum. Enrichment opportunities for the gifted should involve students in interaction with new ideas and topics not ordinarily included in the core curriculum. The interaction should lead to a deeper understanding of the regular curriculum, with new knowledge emerging from the students' own creative efforts. (See also Core Curriculum.)

Equity

Fair and impartial learning opportunities and access to good teaching for all students. In order to meet educational needs at all levels of development, these opportunities should encourage and enable all students to develop to their fullest potential.

Equity should allow for learning experiences especially designed to meet the needs of gifted as well as other students with unique learning abilities. CAG believes challenging programs must be provided for all students. Equity in the quality of education each student receives does not mean the "outcome" or standard for each student will be the same.

Gifted and Talented Education (GATE)

As defined by California Education Code 52201: "Gifted and talented child, means a

child enrolled in a public elementary or secondary school of this state who is identified as possessing demonstrated or potential abilities that give evidence of high performance capability as defined pursuant to Section 52202."

Section 52202 states: "For the purposes of this chapter, the demonstrated or potential abilities that give evidence of high performance capability shall be defined by each school district governing board in accordance with regulations established by the State Board of Education. Each district shall use one or more of the following categories in defining such capability: intellectual, creative, specific academic, or leadership ability; performing and visual arts talent; or any other criteria which meets the standards set forth by the State Board of Education (pursuant to Section 52203). Each governing board shall also consider identifying as gifted or talented any student who has transferred from a district in which he or she was identified as a gifted and talented child." Thus, each district establishes its own identification standards to meet the needs of its student population.

CAG advocates an inclusive definition of giftedness. However, all identification standards must include multiple and varied criteria and give equity to members of underrepresented populations. Student products, normed/standardized test results, student performance, and observational scales are some of the methods used in identification. Factors which may adversely affect student performance such as economic hardship or linguistic difference must also be considered. Children must be encouraged and allowed to demonstrate a wide variety of abilities and talents that traditionally are not measured by standardized tests.

Grading

The evaluation of student work by teachers; usually recorded in letter grades or in percentages.

CAG supports grading practices for gifted students that are founded on appropriate assessment techniques and reflect student achievement in a differentiated curriculum. Comparing gifted students' work to the norm of their age or grade peers is limiting to their educational development. Grading practices should be referenced to content and performance standards.

Heterogeneous/Homogeneous Grouping

Grouping heterogeneously generally occurs by chronological age level and without regard for the diverse needs of students, their learning styles, or their interests. Homogeneous grouping is based on common criteria such as the students' interests, special needs, or academic abilities.

CAG believes students should be grouped for at least some part of the educational day in an appropriate setting, based on a commonality of the students' intellectual, academic, and/or affective needs. There should be a defined educational experience in this grouping.

Honors Class

A secondary level course specifically designed to be advanced in content, process, and product. Traditionally, students who meet prerequisite criteria are accepted into these courses.

CAG believes this is one way to ensure a more challenging and differentiated curriculum. Honors classes should be available for, but not limited to, identified gifted students.

Independent Study or Self-Directed Study

Allowing students to follow individual or self-selected areas of interest and specific aptitude by designing and implementing their own study plans. Close monitoring by teachers is an essential component of independent study.

Independent study is an appropriate programmatic provision for gifted learners at any level, and necessitates teacher (or other qualified adult) instruction and supervision as integral features of the program.

Individualization

Providing a specific program that meets the particular needs, interests, and/or abilities of an individual student for some part of his/her educational experience. It does not mean, however, that every child is working in isolation on a different level or a different subject at all times. It does mean that students are working on levels commensurate with their assessed ability, needs, and/or interests.

CAG believes differentiation and individualization resulting from challenging activities or assignments which are interactive and open-ended in content, process, and/or product can facilitate the education of gifted learners. Individualization may also utilize mentorships, internships, independent research, and/or early college entrance programs.

Instructional Scaffolding

An apprenticeship approach to instruction which places the teacher in a collaborative, interactive role with students by providing carefully structured and sequenced support as they undertake new and more difficult tasks. Emphasis is on teacher modeling, extension, rephrasing, questioning, praise, and correction rather than on the teacher as evaluator.

Instructional scaffolding is an effective instructional classroom model for classes with gifted students because it allows and encourages a shared exchange of ideas between teacher and students as students take on increasing responsibility for their own learning. The teacher plans and initiates a framework of classroom activities. The planned activities provide opportunities for the students to develop their own purposes rather than simply providing responses to fit into a teacher's predetermined outcome. This methodology encourages higher order reasoning as well as basic skills learning.

Intelligence Quotient (I.Q.)

A measure of ability or aptitude at a given point in time, comparing children of the same chronological age. Originally it was considered to be the sole way of measuring student

ability. Current thinking now accepts I.Q. as one of the many ways to measure a student's academic potential.

CAG continues to support use of I.Q. tests as one effective method of identification when used with other measures or observations due to the high correlation between most schooling tasks and the cognitive tasks measured by I.Q. tests.

Interdisciplinary Curriculum

A curriculum that is structured to study a topic or concept by gathering and relating information and ideas from multiple disciplines.

CAG believes interdisciplinary learning is one method to differentiate the core curriculum. Making connections or new relationships among disciplines enhances student understanding of the complexity of the content under study.

International Baccalaureate (IB)

A rigorous international pre-university course of study, leading to examinations, that meets the needs of highly motivated and academically superior secondary school students. IB has a comprehensive classics curriculum (languages, sciences, mathematics, and humanities) that allows its graduates to fulfill education requirements of various nations. Only schools approved by the IB organization may offer the program. Also, school fees are charged by the IB organization.

CAG supports the International Baccalaureate program as a way of challenging academically gifted students in a program utilizing world-class standards. However, the high cost and the approval process make it a difficult program to implement.

Learning Styles

A student's preference for a mode of learning and/or a type of learning environment. For example, a student could favor auditory learning in an independent learning environment.

CAG believes students should have learning opportunities that introduce them to, and allow them to participate in, a range of multiple and varied modalities, resources, and environments.

Magnet School or Magnet Program

Many school districts, especially those with large student enrollments, select individual schools to emphasize particular programs or services. Some magnet programs focus on specific learning areas such as math, science, or performing arts. Others are designed to serve a specific student population such as highly gifted or gifted and high ability students. Since space is usually limited, special entrance requirements may apply.

CAG supports a wide variety of alternative programs so that parents and students can select the most appropriate learning environment for a given child.

Mandated Program

A legally required program or action authorized by law.

Special Education programs are mandated; GATE programs in California are not. In order to assure GATE programs in every district, GATE would have to be mandated. Without mandation, on-going advocacy is necessary in each district to initiate and to maintain GATE programs.

Mentor

An adult member of the community who can provide expertise and/or advice in a field of study or other community endeavor when matched with a student on a one-to-one basis.

CAG supports mentor programs as one way to meet the needs of gifted students.

Multiple Intelligences

The theory that intelligence can be expressed in a variety of ways and is not limited to the rational linear mode. The theory commonly associated with Howard Gardner identifies at least seven intelligences: linguistic, musical,

spatial, logical-mathematical, bodily-kinesesthetic, interpersonal, and intrapersonal.

CAG advocates the continued exploration and research of intelligence in all its forms of expression to promote better understanding of human potential and service to students.

Nomination

A referral process for consideration of a student into a specialized or categorical program.

The GATE nomination process should allow for administrator, teacher, parent, and self-referral.

Non-Traditional Identification

An alternative means of identification using instruments and procedures that provide an assessment of students that is not norm-referenced or standardized.

CAG believes that the diversity of students necessitates more varied approaches to assessing and interpreting their abilities. Traditionally, students have been identified as GATE on the basis of their general intellectual abilities (I.Q.) or specific academic aptitudes. (See also Authentic Assessment.)

Norm-Referenced or Standardized Test

A test used to determine an individual's status with respect to the performance of other individuals on that test. A "norm" group is the large number of examinees who have taken a particular test and whose scores form the basis of the norms. Such a test may be based on national norms, state norms, or local norms. At every level of educational test usage, it is necessary to match the scope of the test with the purpose that test is supposed to perform.

As standardized tests are often used in the screening and identification of gifted students, CAG cautions against the misinterpretation of test results. The question to ask is, "Is the test an appropriate measure to verify a student's gifts and talents?"

Open-Ended Question

Provides opportunities for more than one "right" solution or answer. Student response is judged by the logic by which the response is explained or defended. Students must be able to recognize tasks without a label, draw upon prior knowledge, generate relevant approaches on their own, and articulate their reasoning.

CAG believes open-ended questions and assignments allow gifted students to respond at a more challenging level.

Outcome-Based Education (OBE)

The underlying principle of OBE is that decisions about curriculum and instruction should be based on desired competencies students would demonstrate at the end of their formal education. The outcomes sought by supporters of OBE include not only grades or scores on reports or tests, but student demonstrated performance of real-life abilities such as planning and design, creation and production, leadership, and organization.

CAG supports the basic premise of OBE so long as high standards are maintained, gifted learners are permitted to go beyond grade level expectations, and the required demonstrations are of significant learning. Curriculum must not be limited to prescribed outcomes only.

Peer Grouping

A practice which indicates voluntary or assigned matching of students by shared characteristics such as age, ability, need, and/or interest in order to affect teaching and learning.

In a group of intellectual peers, age is not a criteria for grouping. CAG supports cross-age grouping practices.

Portfolio Assessment

A collection of student products used to measure student progress and achievement. A collection of student products is often used to evaluate abilities to determine the appropri-

ateness of placement in a program such as visual and performing arts. This practice allows students to demonstrate a wide variety of abilities and talents that traditionally are not measured well by standardized tests. Material in a portfolio may be student selected. (See also Authentic Assessment.)

CAG believes portfolio assessment is an effective way to provide a profile of the gifted learner. It more closely parallels what adults in the "real" world do to exhibit the quality of their work.

Problem-Based Curriculum

Problem-based curriculum is a model that enables the learner to solve a problem using knowledge and skills across the disciplines. It enables gifted students to practice critical and creative thinking while researching information and organizing ideas to solve a real-world problem.

CAG believes that a problem-based curriculum involves the application of strategies and the acquisition of information that stimulates the needs, interests, and abilities of gifted students.

Rubric

A rubric or scoring guide is an assessment scale. Each interval along the scale represents a specific level of learning from the novice to expert. The levels of learning are accompanied by specific descriptors of the type and quality of work.

CAG believes that rubrics or scoring guides should be used to provide gifted students and their teachers with a clear understanding of what is expected as outstanding work. The highest levels of a rubric or scoring guide can be used to set goals for and define the level of performance of gifted students in a given area.

School Improvement Program (S.I.)

A K-12 categorical program funded by the State of California. Funds are used in selected schools for staff and curriculum development purposes, improvement in school climate and

culture, management and leadership training, and direct classroom support.

S.I. funds are intended to benefit all students, including GATE students. School provisions for serving gifted students must be reflected in all school-site plans.

School of Choice

Opportunities for parents and students to select a school of attendance. California law permits all parents to choose which public schools they wish their children to attend given certain parameters including: space must be available (neighborhood children have priority), transportation must be provided by parents, and equal access must be assured. Choice is fundamental to the voucher system.

The CAG organization, as of this printing, has not taken a position on the issue of vouchers. However, CAG supports specialized opportunities for both inter- and intra-district student transfers to public educational institutions such as magnet, regional, residential (e.g., the North Carolina School of Science and Technology), or special schools (e.g., the Los Angeles County High School for the Arts).

Special Day Classroom

A programmatic term defining a homogeneous setting of students with common needs and/or abilities. The class can include multiple grades or ages.

CAG believes that this is one of the ways that facilitates the education of gifted students. This classroom setting allows for the appropriate implementation of differentiated curricula, including multidisciplinary, individualization, depth and complexity in content areas, as well as pacing that is appropriate to the gifted learner. It also provides the vital interaction among peers necessary for gifted learners.

Site-Based Management (SBCP in California)

A current school restructuring model by which local autonomy is given to schools for planning and decision making. Also known as school-based management. A team of educators and community members assume responsibility and accountability for all education programs in a school, striving to assist all students to reach their fullest potential. Under SBCP, categorical funds **MUST** be used to supplement, not supplant services to special needs students.

*Under SBCP, categorical funds may be commingled to serve a greater number of students. Needs of gifted students must still be addressed. The school's approved instructional plan **MUST** reflect differentiated curricular opportunities and delivery services for GATE students.*

Standards

Standards are defined by the California State Department of Education as follows:

Content standards means the specific academic knowledge, skills, and abilities that all public schools in this state are expected to teach and all pupils are expected to learn in each of the core curriculum areas, at each grade level.

Performance standards are standards that define various levels of competence at each grade level in each of the curriculum areas for which content standards are established. Performance standards gauge the degree to which a student has met the content standards and the degree to which a school or school district has met the content standards.

CAG believes that schools must be prepared for gifted students to exceed content standards and have all materials and experiences pre-planned and accessible to facilitate their progress as appropriate.

CAG believes that while performance standards state specific performance goals, it is

still necessary to incorporate modification for gifted students including advanced levels of depth, complexity, novelty, and acceleration. The inclusion of these elements in setting standards ensures that gifted students will be provided challenging learning experiences.

Sunset

A legislative term indicating the stated procedure and date of review for continuation or termination of a categorical program.

The sunset date for legislation regarding the GATE program was removed in 1993. The legislature has the prerogative, however, to re-insert a sunset clause if it chooses.

Thematic Curriculum

A curriculum which focuses on the study of a topic or concept that is specific, such as "animals," or global, such as "change." The theme serves as an organizing element to provide continuity and "connectedness" for learning.

CAG believes a thematic curriculum that is defined and focused allows for continuous in-depth learning for gifted students.

Tracking

Fixed groups that are rigidly maintained over time. This word is NOT synonymous with grouping and does not preclude opportunities for special needs groups for any learner at some time.

CAG's position is that no child should be "locked into" an on-going educational program that perceives and instructs him/her in only one aspect of his/her dimensionality. Its inappropriateness for gifted learners can be seen when those with specific aptitude, or who perform at high levels in only one area, are involved in advanced learning experiences in all areas of study.

Underachieving

A discrepancy between recognized potential and actual academic performance. The causes

of underachievement may be social, emotional, physical, and/or academic.

CAG's position is that a good program serves all of its gifted students, not just those who are achieving. Inappropriate curriculum often has as its consequence the underachieving gifted. Special counseling for underachieving gifted may constitute an appropriate learning opportunity.

